ED 434 985   AA 001 315

Resources in Education (RIE). Volume 35, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 434 986   CE 077 211

Canieso-Doronila, Maria Luisa
Landscapes of Literacy: An Ethnographic Study of Functional Literacy in Marginal Philippine Communities.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Community Education; Cultural Differences; Economic Development; Economic Status; Educational Environment; Ethnic Groups; Ethnography; Foreign Countries; *Functional Literacy; *Literacy Education; Minority Groups; Numeracy; Outcomes of Education; Popular Education; Poverty; Rural Areas; *School Community Relationship; *Social Development; *Sociocultural Patterns; Urban Areas
IDENTIFIERS- *Philippines; Place Based Education; Sense of Community

Thirteen marginal Philippine communities were examined in an ethnographic study of the meaning of functional literacy and whether literacy invariably promotes development. The 13 sites were purposely selected to provide a broad sampling from three standpoints: (1) major livelihood and form of economic activity (farming, fishing, urban poor, disaster areas); (2) ethnolinguistic grouping (Luzon, Visayas, Mindanao); and (3) can begin their own process of literacy and make it part of the fabric of their own way of life. The notion of societal literacy is central to the new paradigm. The extent to which a community uses literacy as an integral part of life varies greatly, depending on the local, national, and international contexts. In the future, literacy provision must reflect the specific and diverse contexts in which literacy is acquired and used. These contexts include the following: what learners already know, want, and bring to the learning experience; learners' mother tongue; learners' identities in terms of gender, class, religion, and race; and learners' social, economic, and cultural contexts. (MN)

ED 435 003 CE 079 189

Literacy Research, Evaluation and Statistics. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 15p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Developing Nations; Educational Policy; *Educational Research; Foreign Countries; Information Needs; *Literacy Education; Program Evaluation; Relevance (Education); Research Methodology; *Research Needs; *Statistics
IDENTIFIERS- International Adult Literacy Survey

Although adult literacy programs exist in almost every country throughout the developing world, comprehensive information on their capacity, performance, and impact is seriously lacking. This deficiency has direct consequences for the effectiveness of developing countries' national literacy education policies. Reasons for the lack of data include the popular character of adult literacy programs with their grassroots, bottom-up, participatory approach and the fact that, in some countries, the private sector has taken over adult literacy. The knowledge base on adult literacy programs must be improved and broadened to enable policymakers and donor agencies to understand literacy programs' context, grasp learners' needs, and discuss programs' effectiveness and relevance by capturing the continuum of literacy abilities that goes beyond the simplistic literacy/illiteracy dichotomy. Effective monitoring and evaluation are needed to ensure the quality of adult literacy programs. The International Adult Literacy Survey is a good demonstration of how to use the best of education assessment technology to gather data on a broad range of individual literacy skills and examine basic skills from a continuum or scale perspective. In assessing requests for assistance, donor agencies are interested in research, evaluation, and statistics regarding the planning and implementation of adult literacy programs. (MN)

ED 435 004 CE 079 190

Literacy in Multilingual/Intercultural Settings. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99

contains four tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the accommodation, cafes, and restaurants industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 024 CE 079 277

Dumbrell, Tom
Agriculture, Forestry and Fishing. Industry Training Monograph No. 1.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 38p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Occupations; Apprenticeships; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; Employment Qualifications; Fisheries; Foreign Countries; *Forestry Occupations; Graduate Surveys; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia; *Fishing Industry

Australia's agriculture, forestry, and fishing industry represents about 5% of the nation's total employment and growth in the last 10 years has averaged only about 0.3% per year. In 1996, it was estimated that 4.7% of government-funded training was directed toward this industry. A 1997 employer satisfaction survey indicated that 11% of enterprises in this sector employed recent vocational education and training (VET) graduates, fourth highest among all industries. A relatively high 58% of technical and further education graduates had received employer support during their last semester of study, and 75% of VET graduates rated their studies as either highly relevant or of some relevance. Nearly 68% of this industry's workers lack qualifications beyond high school and more than half did not complete the highest level of secondary school. Approximately 77% of VET graduates in land and marine resources or animal husbandry were employed. (An appendix contains four tables of statistics: shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the agriculture, forestry, and fishing industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 025 CE 079 278

Dumbrell, Tom
Construction. Industry Training Monograph No. 5.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 39p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Building Trades; *Construction Industry; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment

IDENTIFIERS- Telecommuting

New information technologies, changing work force demographics, rising customer expectations, transnational companies, and cost pressures are altering traditional views of what constitutes a workplace and have given rise to a new trend: the mobile worker in the flexible workplace. Two factors promote acceptance of telework or telecommuting: (1) employee flexibility in workspace, time, and productivity; and (2) employer profit margins and cost savings. A mobile work force appeals to employers because it can save money typically spent on office space, computer equipment, travel time, and conflict resolution. Surveillance of teleworkers, however, is a major consideration offsetting these cost benefits. Employers must ensure that the monitoring of teleworkers does not result in invasion of privacy or in practices that are perceived as negative or resented by employees. Also of key importance is the need for employers to help "hoteling" employees cope with feelings of isolation and rootlessness triggered by separation from the onsite work environment. New mobile work arrangements creating the virtual workplace--telecommuting, telework centers, nonterritorial offices, and team space--are changing the way companies and workers do business with each other and with their respective clients. (An annotated bibliography that contains 21 references constitutes 75% of this document.) (MN)

ED 435 043   CE 079 315

The Indicators of Program Quality Resource Guide. A Collection of Effective Practices for Implementing the Indicators of Program Quality. ABLE Program Contributors Resource Guide Project Staff.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 464p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Literacy; Check Lists; Curriculum Development; Documentation; Educational Assessment; Educational Environment; Educational Facilities; Educational Practices; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Guidelines; Instructional Development; Learning Activities; *Literacy Education; Professional Development; Program Administration; Program Development; *Program Evaluation; Questionnaires; Records (Forms); Recruitment; Resource Materials; Services; *Statewide Planning
IDENTIFIERS- *Ohio; Quality Indicators

This resource guide was developed to help local adult basic and literacy education (ABLE) programs throughout Ohio implement the state's Indicators of Program Quality, which were drafted in 1992 in response to the National Literacy Act of 1991. The guide provides a context for using the Indicators in ABLE programs and includes suggestions for implementation. The information provided in the guide is designed to serve as a springboard for developing creative and unique solutions to program concerns that will assist with the delivery of quality ABLE services to adults. The guide is intended for use in two settings: as a follow-up to a program review or as the focus of a staff meeting. The guidelines, forms, and activities included in the guide are organized by the seven indicators as follows: (1) student achievement (documentation, setting goals, transition planning); (2) physical environment (compliance, of schools in TUSD that are working within this model. (Contains 9 references). (MKA)

ED 435 063 CG 029 519

Kenney, Dennis Jay; Watson, Steuart
Crime in the Schools: Reducing Conflict with Student Problem Solving. Research in Brief.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; *Crime; Educational Environment; Fear; High School Students; High Schools; Models; *Prevention; *Problem Solving; Program Evaluation; *School Safety; Student Attitudes; Student Role; Teacher Role; *Violence
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC

This article discusses a project that investigated a student-based problem-solving model for reducing crime in the nation's schools. A quasi-experimental research design was employed that captured data in three waves from more than 450 students attending 11th grade social studies classes in two schools in the Charlotte-Mecklenberg Public Schools during the 1994-1995 school year. Specific changes were expected in the actual rates of crime and violence; in the overall fear among students, teachers and staff; and in the overall attitudes of participants. Anticipated impacts related to teacher feelings of safety, evaluation of the school and educational environment, and subsequent effects on student performance and the willingness to accept responsibility for one's community were examined. Project data revealed that the most significant school problems may not be those expected. Although gangs, drugs, and armed agitators may receive the most attention, most of the conflicts during this project concerned everyday school interactions. Data indicates students desire a safer, more orderly school environment. (Author/MKA)

ED 435 064 CG 029 520

Shure, Myrna B.
Preventing Violence the Problem-Solving Way. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attention Deficit Disorders; *Behavior Problems; Child Rearing; *Children; Elementary Education; *High Risk Students; Hyperactivity; Intervention; Models; *Parent Child Relationship; *Parent Education; Policy; Prevention; *Problem Solving; Program Evaluation; Research; Social Adjustment; Social Cognition; Substance Abuse; Thinking Skills; Violence
IDENTIFIERS- *Interpersonal Cognitive Problem Solving

This article examines interpersonal cognitive problem-solving (ICPS) skills. Based on more than 20 years of research on specific ICPS skills, intervention methods were developed to test the hypothesis that behavior can be modified by focusing on thinking processes rather than the behaviors themselves. The ICPS skills relate to high-risk behaviors that may develop into serious problems such as violence and substance abuse. This approach to childrearing deals with social cognition and social adjustment. Its central theme is that certain interpersonal preparatory curriculum is small, but it increased markedly between 1982 and 1994. This issue brief focuses on students who complete both a vocational and college preparatory curriculum, examining their vocational course taking, academic achievement in high school, and postsecondary participation. High school graduates with concentrations on vocational areas that use computers most extensively, such as business and technology/communications, generally were most likely to complete a college preparatory curriculum. The academic achievement gains and postsecondary participation rates of high school graduates who completed both a vocational concentration and a college preparatory curriculum were similar to those who completed a college preparatory curriculum only, and generally higher than students who completed a vocational concentration only. (Contains 3 tables, 1 figure, and 2 references.) (GCP)

ED 435 082 CG 029 553

Catalano, Richard F.; Loeber, Rolf; McKinney, Kay C.
School and Community Interventions To Prevent Serious and Violent Offending. Juvenile Justice Bulletin.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Behavior Modification; *Behavior Problems; *Community Involvement; Community Needs; Community Services; Crime; *Crisis Intervention; *Delinquency; Elementary Secondary Education; Intervention; *Outreach Programs; Peer Influence; Prevention; Public Health; School Community Relationship; *School Involvement; Substance Abuse; Violence; Youth Problems
IDENTIFIERS- *Juvenile Crime; Risk Assessment

Recent research indicates that children exposed to certain risk factors in their families, at school, among their peers, and in their communities are at greater risk of becoming serious violent juvenile (SVJ) offenders. The Study Group on Serious and Violent Juvenile Offenders, a group of 22 researchers convened by the Office of Juvenile Justice and Delinquency Prevention to study the population of SVJ offenders, implementing family, school, and community interventions is the best way to prevent children from becoming SVJ offenders. Interventions include strategies that prevent problem behavior or that intervene to reduce future problem behavior. The Study Group also concluded that programs similar in philosophy to public health approaches (i.e., those that both address risk factors and introduce protective factors) are the most promising prevention and early intervention programs for SVJ offenders. The Study Group examined five types of school interventions: structured playground activities, behavioral consultation, behavioral monitoring and reinforcement, metal detectors, and schoolwide reorganization. Programs monitoring student behavior and reinforcing attendance and academic progress increased positive school behavior and academic achievement, and decreased delinquency. The Study Group also examined eight types of community interventions: citizen mobilization, situational prevention, comprehensive citizen intervention, mentoring, afterschool recreation programs, policing strategies, policy changes, and mass media interventions. Several of these interventions showed positive results in reducing risk and enhancing protective factors. In studies with long-term follow-up, certain programs were effective in reducing juvenile crime and substance abuse.

Organizing Space and Materials To Support Interactive Writing; (4) Getting Started with Interactive Writing; (5) Essential Elements of Interactive Writing; (6) Learning about the Writing Process: Composing a Text; (7) Constructing a Text: Learning about Letters and How Print Works; (8) Constructing a Text: Learning How Words Work; (9) Exploring and Extending the Meaning of Literature; (10) Learning about Expository Text through Interactive Writing; (11) Using Expository Writing as a Tool for Inquiry; (12) Knowing Your Learners: The Foundation for Effective Teaching; (13) Making Decisions for Effective Teaching; (14) Adjusting Interactive Writing as Writers Change over Time; and (15) Why Interactive Writing Helps Children Learn Literacy. Appendixes contain specifications for building an easel; an approximately 500-item list of children's literature titles integral to interactive writing; a self-assessment rubric for interactive writing; an analysis of writing form; and 9 murals based on works of children's literature. (RS)

ED 435 103 CS 216 925

Rubin, Dorothy
Teaching Elementary Language Arts: A Balanced Approach. Sixth Edition.
PUB DATE- 00
NOTE- 470p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Language Arts; *Listening Skills; Reading Comprehension; *Reading Instruction; Special Needs Students; Speech Communication; Spelling Instruction; Teacher Role; Vocabulary Development; *Word Recognition; *Writing Instruction

Emphasizing both the blend of theory and practice and especially the interrelatedness of the language arts, this book presents a practical approach to help teachers effectively implement a dynamic language arts program. New to this sixth edition: each chapter begins with objectives and is followed by a scenario that sets the stage for what is presented within the chapter; key terms are bolded to emphasize important concepts; and chapters and chapter material are reorganized. After a preface, prologue, and an introduction, chapters in the book are: (1) "Introducing the Language Arts"; (2) "Understanding Language and Concept Development in the Child"; (3) "The Teacher of the Language Arts Program"; (4) "Aural Responsiveness: Listening"; (5) "Oral Communication and Speech Improvement"; (6) "Word Recognition: Unlocking the Mystery"; (7) "Vocabulary Development in the Language Arts Program"; (8) "Reading Comprehension and Approaches"; (9) "Children's Literature: Springboard for Listening, Speaking, Reading, Writing, and Viewing"; (10) "Practical Aspects of Writing"; (11) "Written Expression as a Creative Act"; (12) "Gaining Proficiency in Spelling"; (13) "Handwriting: A Communication Tool"; (14) "The Place of Grammar and Usage in a Balanced Language Arts Program"; (15) "Organizing For Instruction"; (16) "Teaching Children with Special Needs: Recognizing Individual Differences"; and (17) "Language Arts in Content Areas." An approximately 275-item glossary and the instructions, "Bookbinding for Books Written by Children," are attached. (RS)

ED 435 104 CS 216 926

any progress that women can make in realizing their full potential. (Contains 30 references.) (RJM)

ED 435 123 EA 030 102

Florida School Laws. Chapters 228-246 Florida Statutes. 1998 Edition.
PUB DATE- 98
NOTE- 801p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Laws; *School Law; State Legislation; *State Regulation
IDENTIFIERS- *Florida

This volume of Florida School Laws contains chapters 228 through 246 of the Florida Statutes, which comprise "The Florida School Code." The laws contain those statutes specifically applicable to public schools, community colleges, postsecondary institutions, all other institutions and agencies included as a part of the state system of education, and nonpublic educational and training institutions. The chapters are as follows: "Public Education: General Provisions," "Functions of State Educational Agencies," "District School System," "Personnel of School System," "Compulsory School Attendance: Child Welfare," "Courses of Study and Instructional Aids," "Transportation of School Children," "Educational Facilities," "Finance and Taxation: Schools," "Financial Accounts and Expenditures for Public Schools," "Retirement System for School Teachers," "Vocational, Adult, and Community Education," "Postsecondary Education," "Specialized State Educational Institutions," "Educational Institutions Law: Revenue Certificates," "Educational Compacts," "Disposition of Dead Bodies," and "Nonpublic Postsecondary Institutions." Eight appendices offer further information on public records, the Administrative Procedure Act, the Florida retirement system, a method of fixing millage, public business, laws relating to veterans, handicap prevention and early childhood assistance, and collective bargaining. Contains an index. (RJM)

ED 435 124 EA 030 106

Mertz, Norma T.; McNeely, Sonja R.
Through the Looking Glass: An Up Front and Personal Look at the World of the Assistant Principal.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; Blacks; Educational Administration; Females; High Schools; Job Satisfaction; Middle Schools; *School Administration; Secondary Education; *Work Attitudes; Work Environment

This paper focuses on a single assistant principal, her world and work. It examines the actions and feelings of the person in the assistant principal position, the way that person saw and managed the job, and how that person affects, and is affected by, the job. Operating as a "participant as observer," the assistant principal kept a comprehensive diary of her activities during her first year on the job. She teamed with an

*Computer Software; Computer Uses in Education; Cooperative Learning; *Disabilities; *Educational Technology; Elementary Secondary Education; Hearing Impairments; *Inclusive Schools; Learning Disabilities; Music Activities; Speech Therapy; Visual Impairments; World Wide Web
IDENTIFIERS- New Jersey

These six issues of "TECH-NJ" from winter 1997 to fall 1998 focus on technology and children with disabilities in New Jersey. Featured articles include: (1) "Untangling the World Wide Web" (Kathleen Foster and Gerald Quinn); (2) "Combining Technology with Cooperative Learning: The Great Solar System" (Lisa Gregory); (3) "Equal Access = Equal Opportunity" (Leah Best-Damron); (4) "A Troubled Teen Embraces Computers" (Katherine McCandless); (5) "For Beginners: Go Online To Meet New Friends, Find Educational Resources & Explore the World" (Gerald Quinn); (6) "LD Class Joins Balloonin' USA via the Internet" (Kathleen Foster); (7) "Customized Scanning Array for Curriculum Integration" (Amy Stollsteimer); (8) "Everyone Can Create Music" (Donna Williams); (9) "Functional Communication in a Life Skills Class" (Regina Quinn); (10) "Taking Computer Literacy Personally: Creating Cultural Heritage Stacks" (Liesl Oberfeld); (11) "Computers Help a Child Gain Control" (Helene Mann); (12) "Living a Full Life with the Aid of Minspeak(TM)" (Anthony Robert Arnold); (13) "Tech Trek: A Journey into the World of Multimedia" (Kathleen Foster); (14) "Word Prediction Makes the Difference: Learning Disabilities in Middle School" (Danielle Niemann); (15) "Online Treasures To Energize Lesson Planning" (Regina Quinn); (16) "Inclusion: Recommended Sites on the Internet" (Orah Raia); (17) "Story-Telling in ASL and Written English" (Amily Beidelman); (18) "Adventures in Artland: CD-ROM's for the Tortured Artist in Everyone" (Donna Williams); (19) "Selecting Software: Where Do I Begin" (Amy Dell and Anne Disdier); (20) "Technology's Role in the Education of a Blind Student" (Theresa Lupo); (21) "Teachers Work Together To Make Inclusion Happen" (Orah Raia); (22) "Assistive Technology Promotes Rapid Academic Advances" (Gerald Quinn); (23) "Coping with Learning Disabilities" (Maryann Bowne); (24) "Fast Forward(TM): Is the Hype Justified?" (Jean Earle); (25) "The Teachers' Role in Augmentative Communication" (Amy G. Dell and others); (26) "Reforming Teacher Education To Foster Inclusion" (Amy G. Dell); (27) "Technology in Two Professionals' Lives" (Theresa R. Lupo); (28) "Augcomm System Provides a Voice For a Young Child with Autism" (Cynthia Bott); (29) "Software Programs for Speech Therapy" (Orah Raia); and (30) "Choosing Software for the Classroom Music Teacher" (Donna Williams). Each issue also includes reviews of computer software. (CR)

ED 435 144   EC 307 475

Understanding IDEA 1997 and the 1999 Regulations with Barbara Bateman. Videotape .
PUB DATE- 99
NOTE- 0p.; Videotape is closed captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Discipline; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Federal Regulation; *Individualized Education Programs; Videotape Recordings
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Individuals with Disabilities Education Act

The United States Congress amended the Individuals with education and family therapy are critical components of effective programs for antisocial children; (8) interventions are most effective when provided early in life; (9) interventions should be guided by policies that emphasize positive interventions over punitive ones; and (10) interventions should be fair, consistent, culturally and racially nondiscriminatory, and sensitive to cultural diversity. (Contains 19 references.) (CR)

ED 435 163 EC 307 495

Basics for Parents: Your Child's Evaluation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; Evaluation Methods; Federal Legislation; *Parent Participation; Special Education; *Student Evaluation; *Student Rights; *Testing

This briefing paper reviews the special education evaluation process for children with disabilities. It discusses the purpose of an evaluation and who is involved in an evaluation. An explanation of the steps of the process includes: (1) using what is known about a child by looking at a child's school file and recent test scores; (2) collecting more information through tests, observations and opinions of professionals who have worked with the child, and using the child's medical history and parent ideas about a child's experiences, abilities, needs, and behavior; (3) deciding if a child is eligible for special education and related services; and (4) developing a child's education program. The paper explains the rights of students to an evaluation that is conducted in their native language, does not discriminate, involves trained evaluators, and uses more than one procedure. The different categories of disabilities are listed, and a list of resources for parents is provided. (CR)

ED 435 164 EC 307 496

Kupper, Lisa, Ed.
Questions Often Asked by Parents about Special Education Services. NICHCY Briefing Paper. LG1. 4th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; Evaluation Methods; Federal Legislation; *Individualized Education Programs; *Parent Participation; *Special Education; *Student Evaluation; Student Rights

This briefing paper provides answers to frequently asked mainstream programs, the importance of how and when the student enters the program, and the role of appropriate measurement in assessing both expected and actual gain. Additional considerations include quality of instruction, differences inherent in elementary and secondary school levels, and variations in student population. Contains 18 references. (MSE)

ED 435 185 FL 026 037

Clair, Nancy; Adger, Carolyn Temple
Professional Development for Teachers in Culturally Diverse Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Diversity (Student); *Educational Change; Elementary School Teachers; *English (Second Language); *Faculty Development; *Limited English Speaking; Second Language Learning; Secondary School Teachers
IDENTIFIERS- ERIC Digests

As school reform efforts demand that schools become places of excellence for all students, educators committed to these reforms face enormous challenges, not the least of which is the education of teachers. Although the responsibility for improved schooling must be shared among administrators, teachers, parents, and students, school reform efforts place a tremendous weight on teachers, especially those who have received no preparation for teaching English language learners. Clearly, professional development plays a role in equipping schools to meet the challenges facing these teachers. This digest focuses on professional development for teachers in culturally diverse schools. It summarizes what is known about effective professional development and the conditions that allow it to succeed. It provides three examples of professional development that are grounded in the academic achievement of English language learners as a fundamental ingredient to overall school success. (Contains 21 references.) (VWL)

ED 435 186 FL 026 038

Lee, Lina
Partners in Pedagogy: Collaboration between University and Secondary School Foreign Language Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Articulation (Education); College Faculty; *College Second Language Programs; *Cooperation; French; High Schools; Higher Education; *Language Teachers; Program Descriptions; Program Effectiveness; Second Language Instruction; Second Language Learning; Secondary School Teachers; Spanish; *Team Teaching

NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Adult Basic Education; Adult Education; Childrens Literature; Correctional Education; Curriculum Development; Discovery Learning; Education Work Relationship; Educational Objectives; Educational Planning; Educational Research; Educational Trends; *English (Second Language); *Instructional Design; Instructional Effectiveness; *Literacy Education; Males; Media Selection; Prisoners; Program Descriptions; Program Effectiveness; *Refugees; School Holding Power; Second Language Instruction; Student Attrition; Student Motivation; Teacher Role; Teacher Student Relationship; Trend Analysis; Vocational Adjustment; Writing Exercises
IDENTIFIERS- Virginia

The collection of articles addresses current issues in adult and adult basic education in Virginia communities. Titles include: "Goal-Setting in the New River Valley: Teachers' Perceptions and Strategies" (Sue Barton); "What Happens When ESL Students Experience Authentic Work Situations?" (Pat Bowyer); "Orientation to Adult High School Programs Using the Discovery Method of Learning" (Donna Chambers); "Orienting Adults to Program Options Using Small Group Research" (Marti Giese); "Leveled Children's Literature and the Adult Learner" (Marion Harley); "When Learners Write about Work, Family, and Community" (Terry McElhone); "Why They Come: An Exploration into Retention and Motivation in an Adult ESL Program" (Thomas Nowalk); "Designing Instruction for Incarcerated Men" (Beth Rohne); "Guiding Teachers Through Student Input" (Jane Roy); "Taking a Closer Look at Student Retention" (Tina Spencer); and "'The Client vs. the Student': An Analysis of the Refugee Social Service System from the Perspective of an Adult Educator" (Stephanie Wood). (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 208 FL 801 339

Fabri, Mary
Understanding Refugee Mental Health Concerns.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Emotional Adjustment; Emotional Response; *English (Second Language); *Land Settlement; Language Teachers; *Mental Health; *Refugees; Second Language Instruction; Student Attitudes; *Teacher Role

Refugees to the United States are fleeing intolerable conditions and arriving to a new, very unfamiliar environment with many possibilities and sometimes conflicting expectations. Some are able to focus on their new life; others experience significant psychological, emotional, and physical adjustment problems. English-as-a-Second-Language (ESL) teachers can develop helpful and supportive relationships with refugees struggling to cope with daily life, but can also be ready targets for displaced anger, disappointment, and frustration. ESL teachers may be called on to referee conflicts. ESL teachers may also feel ineffectual in the face of students' lack of progress or seeming disinterest, and feel powerless to effect change. Teachers may be able to refer students having more difficulties than expected to resettlement mental health services. If the community has not addressed the concerns of refugee mental

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Engineering; *Engineering Education; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 12,385 college faculty in the field of general engineering for both public and private institutions for the years 1995-1996 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in engineering for public institutions was 25.3 percent higher than the average salary for faculty in all major fields in 1995-1996 and 27.8 percent higher than the average salary for faculty in all major fields in 1998-1999. It was found that the average faculty salary in the field for private institutions was 38.1 percent higher than the average salary for faculty in all major fields in 1995-1996 and 37.7 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, engineering faculty in both public and private institutions received average annual salary increases of 1.8 percent above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 230 HE 032 448

Howe, Richard D.
Salary-Trend Study of Faculty in Engineering-Related Technologies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Engineering Technology; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 2,356 college faculty in the field of engineering-related technologies for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in engineering-related technologies for public institutions was 3.1 percent lower than the average salary for faculty in all major fields in 1995-1996 and 4.2 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in the field for private institutions was 4.6 percent higher than the average salary for faculty in all major fields in 1995-1996 and 13.3 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public institutions received average annual salary increases of 0.4 percent above the cost of living, while faculty in private institutions received average annual salary increases 4.0 percent below inflation (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM) colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. summary of results. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that in 1995-96 average physics faculty salaries in public institutions were 11.5 percent above the average for all ranks in all major fields; private institutions were 16.5 percent above the average for the same period. In 1998-99, these averages were, respectively, 12.6 percent and 13.6 percent higher than all ranks. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 251 HE 032 469

Howe, Richard D.
Salary-Trend Study of Faculty in Political Science and Government for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Political Science; *Private Colleges; Public Administration Education; Public Affairs Education; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 6,489 faculty in political science and government, is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that in 1995-96, average faculty salaries in public institutions were 0.03 percent higher than those for all ranks in all major fields; private institutions were 8.2 percent higher than average for the same period. In 1998-99 averages for public institutions were 0.4 percent higher, while averages for private institutions were 2.9 percent higher than average. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 252 HE 032 470

ED 435 272 HE 032 490

Sax, Linda J.; Astin, Alexander W.; Korn, William S.; Gilmartin, Shannon K.
The American College Teacher: National Norms for the 1998-99 HERI Faculty Survey.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Diversity (Faculty); Higher Education; Information Technology; *National Surveys; *Norms; Questionnaires; Sex Differences; Statistical Data; Tables (Data); *Teacher Attitudes; Tenure; *Undergraduate Study
IDENTIFIERS- *Higher Education Research Institute

This report presents results of the fourth triennial national survey of college and university faculty conducted by the Higher Education Research Institute in the fall and winter of 1998-99. Results are based on responses of 33,785 full-time faculty at 378 institutions (two-year colleges, four-year colleges, and universities). Data are reported separately for men and women and for 12 different institutional groupings, stratified for institutional control (public, private, nonsectarian, Catholic, Protestant) and type (university, four-year college, two-year college). An overview summarizes findings on demographic and background characteristics, faculty stress produced by information technology, tenure attitudes, faculty diversity, academic climate, community service and social activism, and gains in gender equity. Trends highlighted by the survey show that faculty composition has aged and includes more females; information technology produces stress for faculty; faculty increasingly support tenure; faculty diversity is at a standstill; faculty report an improved academic climate; and faculty find increased institutional commitment to community service. The bulk of the document consists of 12 tables of normative data from the survey, including such items as age, academic rank and discipline, use of information technology, commitment to community service, salaries, and number of published or accepted professional writings. Appendices include the survey instrument and details on the methodology and analysis. (DB)

ED 435 273 HE 032 491

Trends in College Pricing, 1999.
PUB DATE- 99
NOTE- 27p.; For a related document, see HE 032 492; for the prior report, see ED 423 762.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cost Estimates; *Expenditure Per Student; Higher Education; National Surveys; Parent Financial Contribution; Paying for College; Private Colleges; Public Colleges; Regional Characteristics; Statistical Data; Student Costs; Student Financial Aid; Tables (Data); *Trend Analysis; *Undergraduate Study

This report presents data on college costs from the College Board's Annual Survey of Colleges for the 1999-2000 academic year, as well as trends in costs since 1971-72 and analyses of colleges and universities succeed with comprehensive or transformational change. Insights were drawn from three sources: biannual campus visits and monthly phone calls with campus leaders; reflections by institutional leaders in a series of reports and at four project meetings; and presentations and publications of institutional leaders. Nine successful intentional strategies for change are identified and paired with examples of missteps. Among these strategies are the following: (1) leaders must make a clear and compelling case to key stakeholders about why things must be done differently; (2) change leaders must craft an agenda that both makes sense and focuses on improvement without assigning blame; and (3) collaborative leadership identifies and empowers talent across campus and at various levels. The paper also identifies key environmental and contextual factors (and pitfalls), such as the need for a climate of good will, favorable external environments, and leadership persistence. The paper concludes that the actions of successful change leaders are characteristically intentional, reflective, and show an ability to profit from experience. A brief description of the ACE project and a list of participating institutions are attached. (DB)

ED 435 295 HE 032 513

The Survey of College Marketing Programs. Volume 1: Management Practices.
PUB DATE- 98
NOTE- 93p.; For Volumes 2 and 3, see HE 032 514-515.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *College Administration; Comparative Analysis; Focus Groups; Higher Education; *Marketing; National Surveys; Program Administration; Public Relations; Statistical Analysis; Student Recruitment; Tables (Data)

This report presents 228 tables detailing findings concerning management practices of marketing programs at 68 colleges and universities. Highlights of this report include: a mean of 5 employees regularly visit high school guidance counselors; only 5 percent of the colleges sponsor campus visits for select applicants; 24 percent of the colleges employ market research or marketing consulting firms; 15 percent employ public relations firms; 56 percent conduct focus groups; 43 percent have a staff director of marketing; 52 percent have an overall marketing budget; and the mean number of employees in college public relations departments is 3.6, compared with 11.1 in admissions offices. The tables are grouped into chapters that report data on: (1) characteristics of the sample; (2) visits to high school guidance counselors; (3) sponsored campus visits; (4) market research and consulting firms; (5) public relations and advertising firms; (6) use of focus groups; (7) centralization and coordination; (8) overall budget; and (9) staff size. An appendix lists other reports available from the Primary Research Group. (DB)

ED 435 296 HE 032 514

The Survey of College Marketing Programs. Volume 2: Print Advertising and Marketing.
PUB DATE- 98
NOTE- 91p.; For Volumes 1 and 3, see HE 032 513 and 515.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

International Baccalaureate Diploma Program. Higher Education Update.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Access to Education; College Bound Students; *College Preparation; Educational Trends; Excellence in Education; High Schools; *International Education; Outcomes of Education; Program Development; Public Policy; *Secondary School Curriculum; State Surveys; Student Mobility; Trend Analysis
IDENTIFIERS- *California; *International Baccalaureate

The International Baccalaureate Diploma Program has begun to attract attention as an alternative approach to enhancing the academic preparation of college-bound high school students. The rigorous, comprehensive, two-year curriculum offers eleventh- and twelfth-grade students the opportunity to take college-level coursework and exams while also fulfilling requirements of various international educational systems. The liberal arts program emphasizes theory, application, and service. Schools offering the program are part of an international organization that aims to meet the educational needs of geographically mobile students. Over 800 schools in 100 countries are authorized to offer the program; about 37 percent are in the United States. Since 1997 California has had a 17 percent increase in schools offering the program. Students must be highly motivated and have strong academic skills to participate. The curriculum is divided into higher-level and standard-level courses in six core academic areas: the student's primary language and literature; a foreign language; individuals and societies; experimental sciences; mathematics; and arts and electives. Standardized exams are criterion-referenced. Participating schools face significant costs and require commitments of time and resources from families. However, many feel the outcomes justify the costs. The report advocates expansion of the programs in California to target underserved communities. (MSE)

ED 435 317 HE 032 536

Weaver, Margaret E.
Homogenizing Developmental Studies and ESL.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Faculty; *College Instruction; *Developmental Studies Programs; *English (Second Language); *Grouping (Instructional Purposes); Higher Education; Second Language Instruction; Teacher Attitudes; *Teacher Supply and Demand; *Writing Instruction

A discussion of pragmatic issues in both developmental studies (DS) and English-as-a-second-language (ESL) instruction at the college level argues that because the two fields have common problems, challenges, and objectives, they have become homogenized as one in many institutions. Because full-time college faculty avoid teaching developmental English courses, less-qualified part-time faculty are often hired to teach such

Success of Drug Abuse Education and Prevention" (Philip Salem and M. Lee Williams). (Individual papers contain references.) (CH)

ED 435 336 HE 032 559

Kushner, Remigia
A Model for a Mission.
PUB DATE- 97
NOTE- 14p.; Paper presented at the annual conference of the National Council of Professors of Educational Administration (51st, Vail, CO, August 11-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Environment; Elementary Secondary Education; Excellence in Education; Higher Education; Individual Development; Instructional Leadership; Leadership Responsibility; *Leadership Training; Learning; Learning Experience; Middle Schools; *School Administration; Teacher Education; *Teacher Educators

This concept paper prepared for a conference on the theme of "2000 and Beyond: Preparing Quality Leaders for the Schools of Tomorrow," offers some suggestions for how future school leaders should prepare in order to develop pre- and in-service programs for current and future elementary and middle school principals. The paper offers a model of quality education that is based on lasting principles of excellence, dignity, and connectedness, with excellence conceived of as surpassing one's personal best, dignity being achieved by choosing actions and participating in activities that contribute to self-esteem and self-respect, and connectedness meaning drawing people together rather than separating, segregating, or discriminating against them, and including others in decision making. A quality education requires a supportive environment, which is defined as an organization that reaches toward the future and has leaders who possess the skills for building a community of learners. Such a supportive environment can be conceptualized as having four cornerstones that represent fundamental human needs: to live, to love, to learn, to leave a legacy. Other sections of the paper discuss related literature and research, the fit of the model, and implications for the profession. (Contains 22 references.) (CH)

ED 435 337 HE 032 560

Fimmen, Carol P.; Witthuhn, Burton O.; Riggins, Debi L.; Carson, Jamie
Connecting the Parts: A Hispanic/Latino Reality for Achieving More Timely Degree Completion. JSRI Working Paper No. 34.
PUB DATE- 97
NOTE- 24p.; Some charts have illegible words.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Advanced Placement Programs; College Bound Students; College Graduates; College Preparation; *Dropout Research; *Educational Attainment; Elementary Secondary Education; Ethnic Groups; Graduation; Higher Education; *Hispanic Americans; Post High School Guidance; *Time to Degree

Materials - General (130)
DESCRIPTORS- Access to Information; College Students; Compliance (Legal); Educational Environment; Freedom of Information; Higher Education; Laws; Legal Problems; *Legislation; *Privacy; Public Policy; *Student Rights
IDENTIFIERS- *Buckley Amendment

The Family Educational Rights and Privacy Act of 1974 (FERPA), otherwise known as the Buckley Amendment, is an amendment passed by Congress to protect the privacy and rights of postsecondary students. Researchers seeking information about FERPA have faced difficulty in finding pertinent source materials on the subject. This compendium gathers together legislation, regulations, articles, letters, memos, outlines, sample policies, etc., that pertain to the interpretation of the amendment. Individual sections of the report cover: the statute and the regulations; the legislative and regulatory history; interpretive materials, including technical assistance letters from the U.S. Department of Education's Family Policy Compliance Office; journal articles; outlines and memos; and sample policies and forms. Also included in the document is an annotated bibliography of selected additional materials. (JM)

ED 435 356 HE 032 579

Lynxwiler, John
Frame Analysis and the Problems of Paired Course Development.
PUB DATE- 99
NOTE- 12p.; Paper originally presented at the Learning Communities Conference (Tampa, FL, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; Course Organization; Curriculum Development; Educational Research; Experimental Teaching; Higher Education; *Learning Experience; Learning Processes; Learning Strategies; *Student Journals; Student Participation
IDENTIFIERS- *Frame Analysis; Goffman (Erving); *Paired Courses

One of the most popular innovations in learning community programs involves paired or clustered courses. The demonstrated ability of paired courses to enhance student retention and performance levels has contributed to their growth on campuses across the country. However the development of paired courses presents instructors with unique obstacles in organization and presentation. This paper examines issues related to a paired course developed in English composition and general sociology grounded in Erving Goffman's frame analytic approach. The courses consisted of three sections of English composition linked to one general sociology course. Eight instructors were involved in developing the paired courses. The mechanism used to implement this approach was a student journal, which served to establish a mutual focus for students and instructors. The journal format consisted of four entries per week, and students were required to take any concept or idea presented in the sociology course and relate it to an experience outside the classroom. The study found that the journal, used as a framing device, connected aspects of the paired courses into one assignment that was relevant to all participants, and also enhanced student understanding of the material. (JM)

ED 435 357 HE 032 580

Robinson, Judith

From Historical Perspective to Future Projections: Providing Access to Higher Education for the Latino Community.
PUB DATE- 99
NOTE- 14p.; Paper presented at the International Council for Innovations in Higher Education (Puerto Rico, October 30-November 03, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Education; Diversity (Student); Ethnic Groups; Graduate Study; Higher Education; *Hispanic Americans; *Minority Group Teachers; Minority Groups; Outcomes of Education; *Outreach Programs; *School Community Programs; Teacher Education
IDENTIFIERS- *Illinois; *Latinos; Northeastern Illinois University

This paper focuses on issues of providing access to higher education for the Latino community, especially in the state of Illinois. In Illinois, as in other states, Hispanic representation in higher education continues to lag, and Latinos are less likely than other minorities to attend or graduate from college. Northeastern Illinois University addressed this issue, as well as its commitment towards community development, by creating a graduate program with the aim of responding to leadership needs and administrative goals of Chicago's Latino teachers. While Latino graduate enrollment has increased slightly, Hispanics are still underrepresented among students who complete education at the graduate level. Subsequently, the university created an outreach program to serve the Latino community which surrounds the university campus. This program, now the Educational Resource Center, continues to grow and is attracting and recruiting neighborhood youth and non-traditional students for admission to classes at this site. Since academic year 1997-98 the Center has focused on a graduate education program for Latino teachers. (JM)

ED 435 377 HE 032 600

Gil, Ana; Quinones, Angel
Listserv: A Tool for Instruction in Higher Education Classrooms.
PUB DATE- 99
NOTE- 12p.; Paper presented at the International Council for Innovations in Higher Education (Puerto Rico, October 30-November 03, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Discussion Groups; Educational Technology; *Electronic Classrooms; Electronic Mail; Graduate Students; Higher Education; Internet; *Listservs; Online Systems; Qualitative Research; Questionnaires; Student Participation; Teaching Methods

This qualitative study explored the use of listservs as instructional instruments in a graduate-level leadership program at a Midwestern university. Nineteen graduate students, none of whom had prior training in using e-mail or listservs, participated in the semester-long project in which students were required to respond to assigned case studies using a listserv. An assessment instrument was designed to control, record, and supervise students' responses and interactions. At the end of the semester, a structured, open-ended five-item questionnaire containing statements that elicited written include the floor plan of a superbookstore and coding categories. (Contains 11 references.) (Author/MES)

ED 435 398 IR 057 548

Dragga, Amy L.
A Study of the Use of Information Sources by Prospect Researchers.
PUB DATE- 99
NOTE- 52p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Fund Raising; Information Needs; Information Retrieval; *Information Seeking; *Information Sources; *Institutional Advancement; Internet; Library Services; Nonprofit Organizations; Occupational Surveys; Professional Associations; Questionnaires; *Research Tools; *Researchers; State Surveys; Tables (Data); Use Studies; User Needs (Information); Users (Information)
IDENTIFIERS- Ohio

This study surveyed the membership of the Ohio Prospect Research Network to ascertain where prospect researchers get most of the information necessary to perform their jobs. It was hypothesized that prospect researchers do not utilize the library, even when the same services or information may be found for free at the library. A questionnaire was developed to ascertain methods of obtaining information for prospect research. The first part of the survey explored library usage by asking how often members visited libraries, types of libraries visited, and what factors influenced their decision to choose a library over other methods of obtaining information. The second part of the survey consisted of a list of specific resources commonly used in prospect research. Respondents were asked where they were most likely to access those sources. The last part of the survey listed common research functions performed by prospect researchers, and respondents were asked which type of resource was most useful when performing those functions. Analysis of the information-seeking functions commonly performed by prospect researchers shows that the majority of information needs may be met with the combined use of sources available in-house (print, online services, and Internet) without having to utilize the library. Data shows that prospect researchers rarely consult with librarians. A copy of the questionnaire is appended. (Contains 13 references and 20 notes.) (Author/MES)

ED 435 399 IR 057 549

Solomon, Laura
Images of Women in High Fantasy for Children and Adults: A Comparative Analysis.
PUB DATE- 98
NOTE- 47p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Characterization; *Childrens Literature; Comparative Analysis; Content Analysis; *Fantasy; *Females; Fiction; Individual Characteristics; Literary Genres; Males; Occupations; Sex Differences; *Sex Role

This paper presents a content analysis of 45 high fantasy novels report presents findings from the literature search evaluation. An extensive search revealed few published documents on financial aid from a service perspective. Common important aspects were positive and polite staff, informed administrators and staff, and student and parent feedback. The second report presents statements from MCC alumni and previous MCC studies about financial aid services. Findings suggest that, compared with national norms, fewer students receive aid and students give FAO services lower ratings. The third report presents findings of comparison data from other colleges. Compared with other schools, MCC has a low number of financial aid applicants and low proportions of students receiving aid. MCC institutional grant allocation is small, but MCC falls mid-range in total financial aid disbursed. The fourth report presents findings from the survey of financial aid applicants for 1994-1995. The survey was distributed to 1,500 of 6,000 students who applied for financial aid. Responses (53% response rate) indicate information provided to students is not always adequate, and students were less satisfied with phone services. The fifth report presents findings from the survey of MCC administrators and supervisory-technical personnel designated "managers" by the Office of the President. Of the 96 managers surveyed, 54 returned responses. Reponses indicate that most managers are not up-to-date on financial aid. Each report contains references. (RDG)

ED 435 419 JC 990 665

Retention at South Texas Community College: A Delicate Balance. Special Report Number One.
PUB DATE- 98
NOTE- 27p.; From the Office of Institutional Research and Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Attrition (Research Studies); College Attendance; Community Colleges; *Dropout Prevention; *Dropouts; Enrollment; *School Holding Power; Student Characteristics; Student College Relationship; Two Year College Students

This study presents data and findings on student retention at South Texas Community College (STCC) and recommends steps to improve retention rates. STCC groups attrition into three categories: (1) positive attrition, due to graduation, completion or transfer; (2) neutral attrition, due to non-institutional conflicts; and (3) negative attrition, due to academic underachievement. Based on the 1994 first-time student cohort, STCC's persisting or graduating rate was 40 percent. The Office of Institutional Research and Effectiveness found 50 variables that were significantly related to retention, but few relationships are strong enough alone to predict student persistence. At STCC, college grade point average is the single best predictor of retention (r=.477). Employment alone was found to be only weakly related to student attendance behavior. Some important findings include: (1) both receiving financial aid and attending developmental studies are positively related to persistence; (2) personalized contact is important in student persistence; (3) part-time students (53% of the total) are at high risk for attrition; (4) placing students on academic probation has a negative impact on retention; and (5) nearly all graduates included in this study did not have any breaks in semester enrollment prior to graduation. Recommendations are provided for each of these five findings.

discussions of educational practices from the seventeenth through the twentieth centuries in Europe and the United States, recent efforts to merge preschool and elementary curricula, and the impact of the civil rights movement. Chapter 2 examines philosophical influences, including discussions of Comenius, Locke, Rousseau, Itard, Wundt, Vygotsky, the Transcendentalists, and Kant. Chapter 3 presents the theoretical underpinnings of early childhood education, including theories of Piaget, Freud, Erikson, and Skinner, and discusses the use of IQ and cognitive style. Chapter 4 focuses on curriculum and discusses the rise of behaviorism, the Froebelian kindergarten, freedom of experience approach, project method, and Head Start models. Chapter 5 focuses on Montessori education, discussing the freedom of experience, control of experience continuum, and Montessori educational practices and principles. Chapter 6 considers how children's literature provides experiences for which imagination is essential, examining fables and myths, fairy stories, popular children's literature, and multicultural and other literature; this chapter also discusses children as authors, and methods for teaching reading. The final chapter addresses politics embedded in education and the environment of educational commerce as seen in the recycling of theories with accompanying curricular materials and the appearance of self-acclaimed experts in "brain-based education." The book concludes with a selected bibliography of approximately 375 references. Each chapter also contains references. (KB)

ED 435 438 PS 027 843

Tickle Your Appetite: WIC/Team Nutrition Educator's Kit for Children.
PUB DATE- 97
NOTE- 219p.; Videotape and audiocassette not available from ERIC. For Team Nutrition Education Kit for Child Care, see PS 027 844.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eating Habits; Foods Instruction; *Learning Activities; *Nutrition; *Nutrition Instruction; *Preschool Children; Preschool Education
IDENTIFIERS- Department of Agriculture; Food Preferences; Women Infants Children Supplemental Food Program

Intended for use by WIC nutrition educators and other professionals, by day care and Head Start providers, and for home use, this educator's kit contains activities and information to improve nutrition experiences for preschool-age children. In addition to the educator's guide, the kit includes a short videotape and audiotape with three segments that teach about trying different types of foods; about the taste, touch, and smell of foods; and about how foods grow. The guide is divided into nine sections, identified by labeled tabs in a three-ring binder. The sections cover the following: (1) an overview of the kit's mission, principles, and messages, and the kit's organization, elements, and program features; (2) an in-depth explanation of the Department of Agriculture's Team Nutrition; (3) a facilitator's guide; (4) 12 site-based activities; (5) 10 at-home activities that encourage family members to become active participants in food-related educational experiences for their children; (6) 12 suggested activities/procedural guides to involve the community; (7)

Systemwide Elementary Reform (SER) Grade 2 Interim Report. Statewide Texas Educational Progress Study. Report No. 5.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Educational Change; Educational Practices; Elementary Education; *Elementary School Teachers; Followup Studies; *Grade Repetition; *Grade 2; High Risk Students; Poverty; Primary Education; Student Placement; *Student Promotion; *Teacher Attitudes
IDENTIFIERS- Texas

This study was a follow-up to one that gathered baseline data on aspects of Grade 1 as part of the on-going Statewide Texas Educational Progress Study (STEPS). While the Grade 1 study was limited to teachers' perceptions of student performance, this follow-up focused on factors most related to actual end-of-year student status. The purposes of the follow-up study were to examine judgments of surveyed Grade 1 teachers regarding their students' promotion status in light of the students' actual promotion, placement, or retention and to explore relationships among system resources (contexts), student and school characteristics (inputs), and school and classroom practices (processes) that are associated with promotion to Grade 2. Some highlights from the findings are: (1) nearly all students were promoted to, or placed in, Grade 2, a higher percentage than projected by Grade 1 teachers; (2) teachers' assessments of students' readiness and instructional levels were strongly related to students' promotion; (3) students judged to have mastered at least half of the essential Grade 1 elements were much more likely to be promoted than students who had mastered fewer than half of the elements; (4) student attendance was positively related to promotion; (5) students' self-help skills were positively related to promotion; (6) students judged at or above grade level in oral reading proficiency, reading comprehension, and mathematics were more likely to be promoted than students performing below grade level; and (7) relationships between promotion and teachers' use of several instructional techniques yielded conflicting results. The appendix includes a technical description of the data analysis. (Contains 14 references.) (KB)

ED 435 458 PS 028 004

Alsaker, Francoise D., Ed.; Flammer, August, Ed.
The Adolescent Experience: European and American Adolescents in the 1990s. Research Monographs in Adolescence.
PUB DATE- 99
NOTE- 190p.; "In collaboration with: Nancy Bodmer, Luba Botcheva, Beno Csapo, Connie Flanagen, Nina Gootkina, Alexander Grob, Hania Liberska, Auron Liiceanu, Petr Macek, Peter Noack, Jari Nurmi, Colette Sabatier."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Attitudes; *Adolescent Development; *Adolescents; Context Effect; *Cross Cultural Studies; *Cultural Influences; Foreign Countries; Interests; Leisure Time; Life Style; Minority Groups; Research Design; *Research Methodology; Research Problems; Time Management; Well Being
IDENTIFIERS- Adolescent Behavior; Cross National Studies; Ethnic

DESCRIPTORS- *Behavior Change; Books; Change Strategies; Childhood Attitudes; *Childrens Literature; Early Childhood Education; *Elementary School Students; *Preschool Children; Pretests Posttests; Program Effectiveness; *Prosocial Behavior

This action research project evaluated a program for increasing prosocial behaviors of preschoolers, kindergartners, and first graders. Participating were three classrooms of students, one class in each grade level, in a middle class community in a large Midwestern city. The problem of failure to display prosocial behavior was documented among five students in each grade level, by means of classroom teachers' observations, checklists of prosocial behavior, and student interviews regarding problematic peer-related situations. The intervention consisted of selecting children's literature that addressed the needs of targeted students, reading the literature several times each week, and using follow-up activities to reinforce peer-related concepts. The effects of the intervention were assessed by means of pre-post observations of children's interactions and interviews with selected children regarding problematic peer-related situations. Post-intervention data indicated an increase in prosocial behaviors among the targeted students. The children developed problem-solving skills to assist in social interactions. Growth in speech and language skills was also noted. (Eight appendices include data collection instruments, a bibliography of the books used in the study, and sample lesson plans. Contains 30 references.) (KB)

ED 435 476 PS 028 058

Elliott, Donna; Gintzler, Julie
A Personal Approach to Multiple Intelligence Instruction.
PUB DATE- 99
NOTE- 236p.; Master's Phenomenological Study, Saint Xavier University and IRI/Skylight. Some appendices may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Change Strategies; Cognitive Style; Elementary Education; *Intelligence Differences; *Learning Processes; Learning Theories; Lesson Plans; Methods; *Multiple Intelligences; Teacher Attitudes; Teacher Background; Teacher Behavior; Teacher Role; Teaching Methods
IDENTIFIERS- Indiana; *Personal Experiences; *Personal Involvement

This phenomenological study implemented and evaluated an individualized approach to multiple intelligence instruction. The targeted population consisted of students in two inner-city elementary schools located in Indiana. In a traditionally book-oriented classroom, instruction is typically geared toward the verbal/linguistic and logical/mathematical intelligences. An analysis of the literature led to the understanding that each student has the capabilities to activate all eight identified intelligences, but that these intelligences may be developed to different degrees within each individual. Each student's dominant intelligence was identified. Thematic lessons that strengthened the multiple intelligences of all of the involved students were constructed. The plan of action was to construct planning webs and monthly themes that incorporated a plethora of multiple intelligence products. Lesson plans were developed utilizing a variety of planning tools. In addition, informal journals were kept to highlight progress, successes, and trends. The effects of multiple intelligence instruction were documented through observations, product choices, student reaction, and survey checklists. Observations and checklists lifestyle or rhythm of life in the community (traditional, transitional, Moslem Filipino minority, lowland Christian majority, urban poor, developmental). The sample functional literacy rate in the study's communities ranged from 34.4% to 79.8%. Special attention was paid to the following topics: community life as a context of literacy practice; community knowledge and the passage to a literate tradition; different practices, meanings, and definitions of functional literacy in different contents; constraints in the relationship between literacy and development; and possibilities for literacy in conceptualizing a school of the people. The study demonstrated that the concepts of literacy and numeracy cannot be separated from their social and cultural settings and that standard measures of literacy used in industrialized countries are often inappropriate in other nations. (Eleven tables/figures are included. The report contains 41 references. Appended is information about the quantitative method and data analysis.) (MN)

ED 434 987 CE 077 213

Easton, Peter A.
Sharpening Our Tools: Improving Evaluation in Adult and Nonformal Education. UIE Studies 4, 1997.
PUB DATE- 96
NOTE- 352p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Evaluation; *Adult Education; Cost Effectiveness; Educational Assessment; *Evaluation Methods; Evaluators; Foreign Countries; Formative Evaluation; Independent Study; *Nonformal Education; *Professional Continuing Education; Program Effectiveness; *Program Evaluation; Qualitative Research; *Sampling; Student Participation; Systems Analysis

This book is designed to assist evaluators of nonformal education (NFE) and adult education programs in their continuing professional education and in the task of improving their capacities for genuinely formative, informative, and participatory assessment of educational practice. Fourteen chapters are organized into five sections. Section 1 contains an introduction that discusses the topics to be covered. Section 2 includes three chapters that address some of the conceptual and theoretical issues underlying evaluation practice: design choices, participatory approaches, and systems thinking. The four chapters in section 3 deal with technical aspects of evaluation design: ensuring the quality of information, developing a unifying matrix of inquiry, understanding sampling, and developing qualitative evaluation designs. The five chapters of section 4 treat several particular methodologies of evaluation that could stand to receive greater emphasis in NFE: first the methods of qualitative data collection and analysis, then administrative evaluation, learning outcomes assessment, impact evaluation, and benefit-cost analysis. The one chapter in section 5 offers some brief conclusions regarding the professional development of NFE evaluators and its relation to broader popular participation in educational planning and evaluation. (Each chapter contains references. An index is appended. Contains 22 figures/tables.) (YLB)

NOTE- 20p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingualism; *Developing Nations; Educational Needs; *Educational Policy; Elementary Education; Foreign Countries; Intercultural Communication; *Literacy Education; *Multicultural Education; Multilingual Materials; *Multilingualism; Needs Assessment; Second Language Instruction; Second Language Learning
IDENTIFIERS- Africa; Latin America

Because of the significant political implications of first and second language policy, many decision-makers have been reluctant to review language policy in the context of literacy work. Issues that must be considered include the following: whether mother tongue literacy should be a precondition for introduction of a second language in school-based and nonformal settings; conditions under which mother tongue literacy should precede second language literacy; and effects of policies regarding language of instruction on literacy after schooling. In Latin America, the value of native languages and cultures is recognized; the value of culture in bilingual literacy is promoted; and local languages and cultures are being integrated into the educational process. In Africa, on the other hand, African languages are in grave danger, and extra support for them is needed in the schools. Among the issues that must be addressed when imparting language skills in a global language of communication are the following: learners should immediately experience the applicability of their newly acquired language skills; development of simple language units requires cooperation in international research; new didactics and methods must be developed that give equal consideration to everyday use of the language of communication and learning environments outside the school system. (MN)

ED 435 005 CE 079 191

Literacy and Technology. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 12p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Adult Literacy; Computer Uses in Education; *Delivery Systems; Educational Improvement; *Educational Technology; *Educational Trends; *Equal Education; Foreign Countries; Informal Education; Internet; *Literacy Education; Nonformal Education; Position Papers; Trend Analysis

Although technology is not the answer to all educational problems, it is proving to be a useful tool in improving the quality and efficiency of literacy provision in the formal, nonformal, and informal education sectors. Adopting technology demands a selection process for determining which technology is appropriate, by and for whom it will be used, and for what kind of communication and content. It is important to view technology in the wider political, social, and economic context rather than merely in terms of hardware and software packages. Principles in planning the integration of technology into literacy programs include the following: depart from existing

Patterns; *Employment Projections; *Employment Qualifications; Foreign Countries; Graduate Surveys; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Vocational Education

IDENTIFIERS- *Australia

Australia's construction industry employs nearly 600,000 workers, over 7% of total national employment. The industry is heavily dominated by males (nearly 88%) and full-time workers (86%). Much of the work in this industry involves subcontracting and is cyclical. Construction employers provided much less structured training than the average employer, spending only about $100 per employee. Nearly 50% of the work force has a skilled vocational qualification, associate's degree, or higher degree. The industry received one of the highest ratings for employer satisfaction with vocational education and training (VET). Construction courses were rated as highly relevant by 68.9% of VET graduates, by far the highest rating. However, graduates working in construction rated the provision of information on careers and jobs as particularly low. Of the graduates who took their course in order to get a job, 78% said they had fully achieved their aim. (An appendix contains four tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the construction industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 026   CE 079 279

Dumbrell, Tom

Cultural and Recreational Services. Industry Training Monograph No. 16.

SPONS. AGENCY- Australian National Training Authority, Melbourne.

PUB DATE- 98

NOTE- 35p.; For other Industry Training Monographs, see CE 079 276-289.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Apprenticeships; Arts Centers; *Cultural Opportunities; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; Foreign Countries; Graduate Surveys; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Recreation; Tables (Data); *Vocational Education

IDENTIFIERS- *Australia

Australia's cultural and recreational services industry encompasses radio and television broadcasting, motion pictures, theatre, music, other performing arts, and sports and services to sports. Only 2.5% of the nation's labor force is employed in the industry. The sector has a particularly high level of part-time employment (over 40%). Employment in sports has grown by more than 50% between 1987 and 1997. The industry's work force has a relatively low level of formal qualifications, but a relatively high proportion of workers classified in the professional occupational groups. Employers spent less than the national average on training. Overall, employers were satisfied with vocational education and training (VET) graduates. However, VET graduates rated their courses as less relevant to their current job than graduates in other industries. The assessment, management); (3) program planning (creating the written plan, implementing the plan, program administration); (4) curriculum and instruction (designing a curriculum, designing instruction); (5) professional development (accessing professional development information, documenting staff participation); (6) support services (creating, communicating, and implementing and monitoring the referral plan); and (7) recruitment (developing awareness of recruitment needs, designing a recruitment plan, implementing and monitoring the recruitment plan). (MN)

ED 435 044 CE 079 316

Capizzi, Elaine
Learning That Works. Accrediting the TUC Programme.
PUB DATE- 99
NOTE- 67p.; Foreword by Bob Fryer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Adult Education; Adult Learning; Educational Attainment; Educational Quality; Foreign Countries; *Labor Education; Lifelong Learning; National Surveys; Outcomes of Education; *Participant Satisfaction; Postsecondary Education; Program Effectiveness; Student Attitudes; *Student Certification; Teacher Attitudes; *Unions
IDENTIFIERS- Learning Society; *Trades Union Congress (Great Britain); *United Kingdom

In an effort to secure some public funding, Great Britain's Trades Union Congress (TUC) obtained accreditation of its programs through the National Open College Network (NOCN). Tutor and union representative expectations and perceptions of the accreditation were examined in a study that included group and individual interviews and surveys of union representatives who had attended TUC courses and course tutors. Both samples were designed to be representative of all six TUC regions. Responses were obtained from 41 (58.6%) of the 70 union representatives and 20 (60.6%) of the 33 tutors contacted. Key findings included the following: (1) representatives viewed accreditation very positively; (2) exceptionally high rates of participation in the accreditation process, achievement, and award of credits have been achieved particularly in relation to other NOCN programs and other types of qualifications; (3) accreditation has enhanced the quality of several critical elements of the TUC course experience; (4) accreditation has been achieved without distortion of TUC programs' purposes and ethos; and (5) most representatives considered the extra work expended on their files useful or helpful. (Eleven tables/figures are included. The bibliography contains 24 references. Appended are information about the study sample and evaluation methods and five tables summarizing the study findings.) (MN)

ED 435 045 CE 079 317

Clarke, Alan; Walmsley, Joyce
Open Learning Materials and Learning Centres.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

cognitive thinking skills play a crucial role in the social adjustment of both parent and child; thus it has particular relevance for the primary prevention of later, more serious problems. This bulletin describes intervention methods, their importance, and their impact as evaluated through research studies. Implementation and policy issues relevant to training and information dissemination are explored. A list of resources for learning more about ICPS is provided. (Contains 51 references.) (MKA)

ED 435 065 CG 029 522

High School Counselors Training Participant's Guide. 1999.
PUB DATE- 99
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Case Studies; *Counselor Training; High Schools; Higher Education; *Information Seeking; School Counselors; *Student Financial Aid; World Wide Web
IDENTIFIERS- *Free Application for Federal Student Aid

This booklet is designed to be used by participants in the 1999 High School Counselors Training Program sponsored by the United States Department of Education. The program is divided into eight sessions that teach high school counselors how to help their students look for financial aid opportunities in higher education. Session One, "Introduction," discusses common myths and basic facts about student financial aid. Work study, loans, and grants are discussed. Counselors are taught how to fill out a Free Application for Federal Student Aid (FAFSA) in Session Two, "Completing the FAFSA." Recent changes in the form are discussed and 34 commonly asked questions are answered in this section. Session Three, "Using the FAFSA on the Web," discusses the advantages and features of the Web-based form and provides step-by-step instructions for completing it. Section Four, "Getting the Results," explains what the central processing system does with the application data, the basic formula used to calculate the expected family contribution (EFC), how certain data elements affect the EFC, reviewing the student aid report and locating data, and making corrections. In Section Five, "What Does a College Do?," participants learn about federal verification, financial aid packages and how to interpret them, some special circumstances and how to handle them, and when students receive their aid. Session Six, "Where to Find Information," discusses the federal student aid information center, school shopping tips, scholarship search services, financial aid nights, and other available resources. Section Seven, "Case Studies," provides three case studies involving students applying for financial aid. All forms regarding financial aid are included as examples. The final session provides group activities. (Author/MKA)

ED 435 066 CG 029 524

Kapp, Lisa
A Psychoeducational Group Approach for Individuals Recovering from Anorexia Nervosa.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English

(Contains 89 references.) (GCP)

ED 435 083 CG 029 554

Suarez-Orozco, Carola
Conceptual Considerations in Our Understanding of Immigrant Adolescent Girls.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adolescents; Children; Cultural Background; *Early Adolescents; Ethnic Origins; Females; *Immigrants; Intermediate Grades; Life Events; *Posttraumatic Stress Disorder; Racial Identification; *Research Needs; Secondary Education; *Stress Variables

This address, based on 10 years of clinical and research experience with immigrant children and their families, discusses the fundamental information that both clinicians and researchers interested in the experiences of immigrant adolescent girls should consider. The various stresses of immigration are detailed, as are the factors that may significantly attenuate the response to the transitions and stress of immigration. Recent research efforts involve collecting data from a variety of sources including structured interviews of immigrant children and adolescents, their teachers and parents; ethnographic fieldwork in the schools and neighborhoods; psychological measures; and school records and achievement tests. While each of these data sets provide important information on their own, it is maintained that by combining the data and exploring points of convergence and points of divergence, it is possible to address more systematically and more thoroughly the changing experiences of immigrant youth. The model advocated attempts to capture the complexities of changing adaptations by connecting data. The objective is to generate high quality data to develop theoretically robust models, and to delineate how different players involved in the lives of immigrant children come to view their adaptations. (Contains 72 references.) (GCP)

ED 435 084 CS 013 668

High-Stakes Assessments in Reading. A Position Statement of the International Reading Association.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Position Papers; *Reading; *Reading Achievement; *Reading Skills; *Reading Tests; *Student Evaluation
IDENTIFIERS- *High Stakes Tests; International Reading Association

High-stakes testing means that one test is used to make important decisions about students, teachers, and schools. This paper comes out against high-stakes testing, taking the position that the central concern is that testing has become a means of controlling instruction as opposed to a way of gathering

Solley, Bobbie A., Ed.
Writers' Workshop: Reflections of Elementary and Middle School Teachers.
PUB DATE- 00
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; Childrens Literature; Classroom Techniques; Elementary Education; Invented Spelling; Lesson Plans; Middle Schools; Student Writing Models; *Writing Instruction; *Writing Workshops

Written by teachers for teachers, this book offers the first-hand perspectives of 7 teachers who used the writing workshop approach. It offers teachers in grades 1-8 a wealth of practical advice, based on the personal struggles, accomplishments, and classroom-proven solutions of the authors. Equally valuable to teachers already using writing workshop in their classroom and those just beginning the journey toward effective writing instruction, the book provides critical guidance, support, and encouragement to enrich the teaching experience. Features include helpful, practical skills and advice; comprehensive coverage of invented spelling, writing development, topic selection, and rehearsal; and student samples. After a foreword and a preface, chapters in the book are (1) "Writing: Past, Present, and Future" (Bobbie A. Solley); (2) "Writers' Workshop: Teaching Outside the Comfort Zone" (Barbara Long); (3) "The Struggles of a New Teacher" (Rebecca Harrison); (4) "The Joy of Writing" (Debbie Hurst-Seigfried); (5) "Reflections of a Fifth Grade Teacher of the Writer" (Suze Gilbert); (6) "I Set Out to Prove You Wrong and Discovered the World of Writing" (Tina Robertson); (7) "My Journey: Finding the Road with Seventh Graders" (Pat Reneau); and (8) "Changes" (Virginia Wadleigh). Contains 30 references; 15 appendixes contain checklists, recording forms, sample lesson plans, and a 71-item bibliography of children's literature used at various stages of the writing process. (RS)

ED 435 105 CS 216 927

Mahony, Elizabeth
Fiction from the Other Americas: Bibliographic Surveys and Classroom Applications.
PUB DATE- 98
NOTE- 26p.; Section V: "Seven Tales from South America" consists of photocopies from copyrighted sources and has therefore not been included in the copy ERIC has filmed.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Community Colleges; Course Content; *Fiction; Foreign Countries; Instructional Materials; *Introductory Courses; *Latin American Literature; Teaching Methods; Translation; Two Year Colleges; Units of Study

This paper contains bibliographies of Latin American fiction and classroom applications for use in a 3-week unit in an introduction to fiction class. Section 1 discusses background research, selection of materials, choice of authors, translation issues, and plans for future study and course outside observer, and the two met weekly to discuss diary entries and to probe her interpretations of events. The essay discusses the background of the assistant principal, who is an African-American, and the context of her hiring. It also offers a detailed picture of the assistant principal's professional and private lives, offering examples of how she handles herself in the public and private spheres. Following an overview of the themes that dominate the work of the assistant principal, the results of the study are presented. The findings suggest that although the principal sets the assistant principal's agenda, the implication that the assistant principal has little opportunity to exercise control over the position may be inaccurate. (Contains 33 references.) (RJM)

ED 435 125 EA 030 107

Mentz, Kobus; Oosthuizen, Izak
The School as Organization: Challenges to Traditional Paradigms.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Research; Elementary Secondary Education; *Organization; *Systems Approach; *Theories
IDENTIFIERS- Paradigm Argument

This paper discusses the debate on paradigms in educational administration and how this debate cannot be separated from the debate on the nature of the school. It asks questions about the extent to which recent challenges to traditional paradigms succeeded in changing the debate on the school as an organization. It supports arguments that the most serious challenge to any traditional science of education is to produce useful generalizations that explain particular social and organizational phenomena. It also claims that theorists in the field of educational administration always possess an underlying philosophy of the school as an organization. The essay offers an overview of various conceptions of the school community as gemeinschaft (community) and gesellschaft (society), emphasizing the theories of T.B. Greenfield, D.J. Willower, and C.W. Evers and G. Lakomski. The text focuses on the theory-ladeness of observations and societal and cultural influences on schooling. Overviews of organizational studies and the legal and ethical dimensions of the debate are also presented. The paper concludes that schools may be seen as an organizational and societal relationship because they rely on norms, purposes, values, professional socialization, collegiality, and natural independence and because the process of achieving the objectives of education guides schools' regulative activities. (Contains 16 references.) (RJM)

ED 435 126 EA 030 110

Owens, Bill; Salazar, Ken
Keeping Colorado's Kids Safe. Special Report from the Summit on School Safety and the Prevention of Youth Violence.
PUB DATE- 99
NOTE- 13p.; This report is from the Summit on School Safety and the Prevention of Youth Violence (Denver, CO, June 19, 1999).

Disabilities Education Act (IDEA) in 1997 to reflect changes in the special education field over the previous twenty years. In this 2-hour videotape recording designed for teachers, administrators, parents, and others, Dr. Barbara Bateman presents her insights about changes in IDEA law and regulations and the law's increased emphasis on structure and discipline. Speaking to a group of teachers and parents, she describes the "who," the "what," and the "where" of the Individualized Education Program process, stressing the need for professional judgment and common sense. (CR)

ED 435 145 EC 307 476

Legal IEPs: A Common Sense Approach with Barbara Bateman. Videotape .
PUB DATE- 99
NOTE- 0p.; Videotape is closed captioned.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Behavior Modification; *Compliance (Legal); *Disabilities; Discipline; *Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Regulation; *Individualized Education Programs; Student Evaluation; Videotape Recordings
IDENTIFIERS- Amendments; *Functional Behavioral Assessment; Individuals with Disabilities Education Act

In this 2-hour videotape workshop designed for teachers, administrators, parents, and others, Dr. Barbara Bateman answers many key questions that have been raised about Individualized Education Programs (IEPs) since the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) and the 1999 regulations. The videotape reviews the unchanging basics and discusses what an IEP is not. Participants are taught about the heart of the IEP: addressing the unique educational needs of the student. The functional assessment of behavior and the behavior intervention plan are also described. Finally, examples are provided of "wrong headed" IEPs and how they can be made into educationally useful documents for students with special needs. (CR)

ED 435 146 EC 307 478

Myles, Brenda Smith; Southwick, Jack
Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage, and Meltdowns.
PUB DATE- 99
NOTE- 106p.; "This book was previously published under the title, 'Asperger Syndrome and Rage: Practical Solutions for a Difficult Moment.'"
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Anger; *Autism; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Cognitive Restructuring; Elementary Secondary Education; Family Environment; Intervention; Parent Child Relationship; Prevention; Self Control; Self Management; Student Evaluation; Symptoms (Individual Disorders)
IDENTIFIERS- *Aspergers Syndrome; *Functional Behavioral Assessment

questions about special education. It is divided into sections addressing student evaluation, special education eligibility, writing an Individualized Education Program (IEP), re-evaluation, and other special education issues. Specifically, information is provided on: (1) the purpose of special education; (2) eligibility for special education; (3) student evaluation; (4) parental permission for additional assessments for eligibility; (5) how school's collect information about a child to determine eligibility; (6) how decisions are made about eligibility; (7) what happens if a child is not eligible for services; (8) types of information included in an IEP; (9) development of the IEP; (10) statements included in the IEP; (11) parent participation in the IEP; (12) preparation for an IEP meeting; (13) the process of writing an IEP; (14) related services as listed in the Individuals with Disabilities Education Act; (15) revisions to IEPs; (16) how children are re-evaluated for eligibility; (17) school responsibility for ensuring that children reach their goals on their IEPs; (18) what parents should do if they disagree with school decisions; (19) how parents can advocate for more services; and (20) how parents can support their child's learning. (CR)

ED 435 165 EC 307 497

England, Richard
Theoretical Considerations for Special Educators in the Psychological Adjustment of Fostered, Adopted, or Other Placements of Children.
PUB DATE- 98
NOTE- 13p.; "This paper served as a basis for a presentation at the Tennessee Joint Conference on Children and Youth with Disabilities (1998)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adopted Children; Adoption; At Risk Persons; Child Development; Children; Coping; *Early Intervention; *Emotional Adjustment; *Emotional Disturbances; Environmental Influences; Family Environment; *Foster Children; Infants; Performance Factors; *Placement; Psychological Characteristics; Resilience (Personality); Toddlers

In this paper, an overview of children's psychological processes is presented within the context of adoption, foster care, or other type of placement which requires the child to develop the coping skills necessary to continue toward optimal growth psychologically, cognitively, and socially. Findings from a research review indicate that children raised in loving, caring, secure, consistent, and stable environments have a greater probability of developing socially, psychologically, physically, emotionally, and morally. Further, when alternative placements are necessary, if the child is placed in an appropriate setting the probability of the child achieving optimal growth through the developmental stages is greatly increased, provided that there is a sense of permanency. The probability of optimal growth is contingent on the willingness of the new primary caregivers to provide a safe and loving environment. Children faced with an uncertainty in their placements, whether long-term foster care or questionable placement with a biological parent that is subject to change, were found to have an increased probability of social maladjustment over their adopted counterparts. Regardless of the placement decision, the report finds that the earlier a

IDENTIFIERS- ERIC Digests; *State University of New York Coll at Plattsburgh

One of the challenges facing many foreign language programs today is maintaining high quality instruction despite increased enrollments and teacher shortages. One strategy for meeting this challenge is collaborative teaching. Collaborative teaching can occur in various settings and for different purposes. Studies of team-teaching have shown its effectiveness in foreign language learning and teaching, especially at the introductory level. This digest discusses the major issues in collaborative teaching, highlights its benefits, and describes a successful collaborative program that paired college faculty with area high school teachers to team-teach introductory French and Spanish courses at the State University of New York at Plattsburgh. (Contains 7 references.) (Author/VWL)

ED 435 187 FL 026 039

Vann, Sam
Assessment of Advanced ESL Students through Daily Action Logs.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Courses; Classroom Research; College Instruction; Cooperation; *English (Second Language); Higher Education; Instructional Design; *Language Tests; Portfolio Assessment; Second Language Instruction; *Student Evaluation; *Student Journals; Teacher Student Relationship
IDENTIFIERS- Final Examinations; Risk Taking

A classroom study investigated the use of daily action logs as a means for assessing the progress of advanced students of English as a second language (ESL) at the college level. The approach was intended to promote student reflection, help make explicit the class' content, and provide feedback to the teacher on the effectiveness of the instruction. In contrast to journal writing, the logs were limited one inch of space on a calendar-maker computer program. A large majority of students responded favorably to the task, although some were reluctant or confused. The researcher-teacher discusses the technique: (1) by comparing it with the use of portfolios; (2) exploring its use as a form of collaborative assessment with the teacher; (3) as a form of risk-taking in the classroom; and (4) to modify daily lessons as needed. It is concluded that the technique functions to enhance both teaching and learning. Contains 33 references. (MSE)

ED 435 188 FL 026 040

Simich-Dudgeon, Carmen
Classroom Strategies for Encouraging Collaborative Discussion.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; *Classroom Communication; Classroom Techniques; *Cooperation; *Discussion (Teaching Technique); Elementary Secondary Education; *English (Second Language); Language Styles; *Questioning Techniques; Reading Skills; *Second Language Instruction; Skill Development; Story

health, it may be time to initiate the discussion. Working with refugee groups can be both highly rewarding and highly stressful. It is important to monitor ESL teachers' stress levels and emotional responses, be familiar with the ways they cope. Teachers should take the time to do a personal inventory and care for themselves, which is also good role modeling for students. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 209 HE 032 427

Howe, Richard D.
Salary-Trend Study of Faculty in Accounting for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99 see HE 032 428-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salaries for 5,835 college faculty in the field of accounting for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in accounting for public institutions was 22.9 percent higher than the average salary for faculty in all major fields in 1995-1996 and 24.9 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in accounting for private institutions was 14.5 percent higher than the average salary for faculty in all major fields in 1995-1996 and 15.7 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, accounting faculty in public and private institutions received average annual salary increases of 1.6 percent and 2.3 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 210 HE 032 428

Howe, Richard D.
Salary-Trend Study of Faculty in Administrative Assistant and Secretarial Services for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Office Occupations Education; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 369 college faculty in the administrative assistant and secretarial services field for both public and private institutions for the years 1995-1996

ED 435 231   HE 032 449

Howe, Richard D.
Salary-Trend Study of Faculty in English Language and Literature/Letters, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *English Literature; Higher Education; Intellectual Disciplines; *Language Arts; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 20,191 college faculty in the field of English language and literature/letters (general) for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in English language/literature for public institutions was 13.3 percent lower than the average salary for faculty in all major fields in 1995-1996 and 13.5 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 8.7 percent lower than the average salary for faculty in all major fields in 1995-1996 and 10.7 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 1.0 percent and 1.3 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 232   HE 032 450

Howe, Richard D.
Salary-Trend Study of Faculty in Enterprise Management and Operation for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *College Faculty; Comparative Analysis; *Entrepreneurship; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 267 college faculty in the field of enterprise management and operation for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in enterprise management and operation for public institutions was 15.9 percent higher than the average salary for faculty in all major

Howe, Richard D.
Salary-Trend Study of Faculty in Psychology, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Psychology; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 11,386 faculty in general psychology, is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, general psychology faculty salaries in public institutions were 0.3 percent higher than the average for all ranks in all major fields, while salaries at private institutions were 2.7 percent higher than average percent lower than average. In 1998-99 salaries at public institutions were 3.7 percent higher than average; those at private institutions were 5.5 percent lower than average. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 253 HE 032 471

Howe, Richard D.
Salary-Trend Study of Faculty in Public Health for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *College Faculty; Community Health Services; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Public Health; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,501 public health faculty, is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the

college prices in relation to family income and available financial aid. Twelve tables and fourteen figures present such data as average fixed charges for undergraduates, sample undergraduate budgets, average student expenses by College Board region, tuition and fees by region and by institution type in constant and current dollars, and cost of attendance at public and private institutions as a percentage of family income. Data highlights include the following: (1) average tuition at public four-year institutions is $3,356, an increase of 3.4 percent; (2) the Southwest offers the lowest tuition rates at both private and public four-year institutions; (3) room and board charges are between 3.6 and 4.8 percent higher than 1 year ago; (4) since 1980 college prices have been rising at two to three times the rate of the Consumer Price Index; (5) more than half of students attending four-year institutions pay less than $4,000 in tuition and fees; and (6) enrollment in postsecondary education has been rising for all income groups. Notes and source information are appended. (DB)

ED 435 274 HE 032 492

Trends in Student Aid.
PUB DATE- 99
NOTE- 27p.; For a related document, see HE 032 491; for a prior report, see ED 423 761.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Financial Support; Grants; Higher Education; State Aid; Statistical Data; Student Costs; *Student Financial Aid; *Student Loan Programs; Tables (Data); *Trend Analysis; Work Study Programs

This report presents annual data on the amount of financial assistance available to postsecondary students in the form of grants, loans, and work-study. The data cover virtually all federal aid and most state and institutional assistance; not included in the study is financial aid in the form of indirect subsidies, students' wages, employer-paid tuition assistance, credit card debt, or tax incentives benefitting students and parents. Text and 19 tables and figures explain and display a variety of data for the period 1988-89 to 1998-99. Trend data presented includes aid awarded to postsecondary students in current dollars; aid awarded in constant dollars; average tuition and fee charges; number of recipients and aid per recipient for specific programs; federal need versus non-need aid volume; and total federal outlays on Title IV student aid programs. Appended are two tables that provide data from 1963-64 to 1987-88, and additional tables providing loan data. Notes and source information are also appended. (DB)

ED 435 275 HE 032 493

Custodial Staffing Guidelines for Educational Facilities, Second Edition.
PUB DATE- 98
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Educational Facilities; Facility

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Advertising; *College Administration; Comparative Analysis; Costs; Higher Education; *Institutional Advancement; *Marketing; *Mass Media; National Surveys; Program Administration; Public Relations; *Publicity; Statistical Analysis; Student Recruitment; Tables (Data)

This report presents 213 tables detailing findings regarding types and costs of advertising within marketing programs at 68 colleges and universities. Highlights of this report include the following: these colleges print a mean number of 19,270 viewbooks and 16,380 catalogs; and advertise in newspapers (86.6 percent), in magazines (45.4 percent), on outdoor signs and billboards (47 percent), through cardpacks (7.1 percent), and by direct mail (71 percent). Mean cost of printing viewbooks was $23,060; mean costs for printing catalogs was $21,830; mean spending for newspaper advertising was $22,300 and for magazine advertising was $7,080; and mean cost of direct mail promotional materials was $23,950. The tables are grouped in chapters which present data on: (1) characteristics of the sample; (2) viewbooks; (3) catalogs; (4) newspaper advertising; (5) magazine advertising; (6) outdoor signs and billboards; (7) cardpacks; and (8) direct mail. An appendix lists other reports available from the Primary Research Group. (DB)

ED 435 297 HE 032 515

The Survey of College Marketing Programs. Volume III: Electronic Advertising and Marketing.
PUB DATE- 98
NOTE- 77p.; For Volumes 1 and 2, see HE 032 513-514.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Advertising; *College Administration; Comparative Analysis; Costs; *Electronic Publishing; Higher Education; *Institutional Advancement; Internet; *Marketing; *Mass Media; National Surveys; Program Administration; Public Relations; Publicity; Statistical Analysis; Student Recruitment; Tables (Data); World Wide Web

This report presents 203 tables detailing findings concerning the use of electronic advertising within marketing programs at 68 colleges and universities. Highlights of this report include: colleges in the sample enroll a mean of 5,450 students; 5.6 percent of the colleges produce a CD-ROM version of the viewbook; 39.7 percent enable applicants to apply through the college Web site; 30.8 percent have a full-time webmaster; 39.3 percent produce videos about the college to send to prospective students; 75 percent advertise on the radio; and 36.4 percent advertise on cable television stations. The tables are grouped in chapters which present data on: (1) general information; (2) CD-ROM viewbooks; (3) Internet; (4) video; (5) radio advertising; (6) cable advertising; and (7) broadcast television advertising. Appended is a list of other reports available from the Primary Research Group. (DB)

ED 435 298 HE 032 516

Women and Higher Education: Issues and Perspectives. Thematic Debate.
PUB DATE- 98
NOTE- 17p.; Paper prepared for the UNESCO World Conference on Higher Education, Higher Education in the Twenty-First Century Vision and Action (Paris, France, October 5-9, 1998).

courses, where both DS and ESL students are grouped as "remedial" students in the same section. Despite the fact that there are some similarities between the two student groups, they are not the same: ESL students are in the early stages of English language acquisition and may be considered beginners at English writing. This is not the case with DS students. Thus, there are inherent biases when the groups are homogenized groups in the classroom, and inherent challenges for writing teachers. (MSE)

ED 435 318 HE 032 537

Epstein, Ruth
Reflections on Academic Development: What We Can Learn from the South African Experience. Technical Report.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; College Bound Students; *College Preparation; Comparative Education; Foreign Countries; High Risk Students; Higher Education; *Instructional Development; *International Education
IDENTIFIERS- Australia; *South Africa; *University of Saskatchewan (Canada)

A study examined academic literacy in high-risk South African students entering postsecondary education, and the relationship of academic literacy to instructional development. Data were gathered in discussions with academic staff at South African universities and technikons and at the University of Saskatchewan. The report begins with background information on education in South Africa, focusing on these topics: the effects of separate school systems and Bantu education; the need for academic literacy; the relationship between education, economics, and morale in education; and tertiary academic institutions. Academic literacy and instructional development are then defined, and South African approaches to them, including current research, are examined. Examples of six types of initiatives at a number of South African institutions are then described. Five approaches to academic literacy at the University of Saskatchewan and one Australian example are offered for comparison. Conclusions are drawn about the South African experience, and suggestions for improving academic literacy programs and administration are made. (Contains 41 references.) (MSE)

ED 435 319 HE 032 538

Poplos, Charles Mitchell, III
A Study of the Stages of Concern Expressed by College Faculty before and after a Professional Development Seminar in the Use of Educational Technology in Their Curricula.
PUB DATE- 99
NOTE- 161p.; Ed.D. Dissertation, Wilmington College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Anxiety; *College Faculty; Computer Assisted Instruction; Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; Liberal Arts; Small Colleges; *Teacher Attitudes

A study examined the extent to which professional development

IDENTIFIERS- *Illinois

This paper examines some of the major problems and barriers faced by Hispanic/Latino youth who, despite high college enrollment rates, do not complete the four-year degree. An examination of five entering classes of Illinois college students found that only 30.2 percent of Hispanic students had completed their degrees at the end of four years, 33.8 percent were still enrolled in college, and 36 percent had dropped out. Factors identified as leading to lack of persistence included the overall cost of earning a degree, lack of academic preparation for college in junior and senior high school, poor articulation between community colleges and four-year institutions, limited access to resources, and family pressures. Several strategies are suggested for improving timely degree completion, including pre-college initiatives such as providing multicultural training for teaching faculty and support staff to dispel stereotypes, introducing concepts of academic achievement and excellence in elementary schools, emphasizing the concept of career opportunities available through post-secondary training, and involving members of the Hispanic community in school parent-teacher organizations. Post-secondary strategies suggested include developing bilingual brochures for high school counselors, parents, and advisors, providing information about fast-track programs, building schedules around student needs, initiating summer scholarship opportunities, and reevaluating general education requirements in colleges. (Contains 28 references.) (JM)

ED 435 338 HE 032 561

Kozeracki, Carol
Institutional Entrepreneurship in Higher Education. CELCEE Digest No. 98-5.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colleges; Community Colleges; Corporate Support; Economic Opportunities; *Educational Finance; *Entrepreneurship; Government School Relationship; Higher Education; Organizational Change; Partnerships in Education; Private Financial Support; Privatization; *School Business Relationship; Universities

This digest reviews the literature examining ways in which the academic world is shifting toward more entrepreneurial approaches for running an institution and examines some programs that have been developed both at the community college and the senior college level. Reasons cited for the shift toward entrepreneurial ways of operating include cuts in traditional sources of funding, government intervention in higher education, and the escalating costs of teaching and research. Also noted are some of the risks posed for colleges and universities when participating in entrepreneurial activities, including business risk, management risk, and image risks. The paper notes that community colleges, because of their traditional role in job training, have been successful in obtaining money from both government and industry to prepare workers for jobs. In contrast, universities and four-year colleges have tended to focus on generating revenue through research collaborations with private industry and the government, such as partnerships with licensing and patenting offices, small business development centers, research and technology centers, and business incubators. The paper

Faculty Leadership in Preventing Alcohol and Other Drug Problems in Higher Education. Proceedings Report (Boston, MA, July 17-19, 1997).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholism; *College Faculty; College Students; Drinking; Drug Abuse; *Drug Education; Faculty Advisers; Faculty Workload; Higher Education; School Counseling; Substance Abuse

This report of a symposium, convened to study the prevention of alcohol and other drug problems (AOD) in higher education, offers examples of faculty involvement and explores creative and innovative methods of engaging faculty members in campus-based AOD prevention efforts. Sections of the report examine the role of faculty as leaders in campus-based prevention initiatives, suggesting, for example, that prevention work be used as a vehicle to promote class discussions on a variety of subjects; list a variety of ways faculty can assume a role in prevention; examine how faculty can become involved in public discussions of the problem; suggest ways to increase faculty-student interaction; list some of the benefits of campus-based research by faculty; consider the benefits of restructuring academic requirements; offer examples of how to create bridges between academic affairs and student affairs; examine the use of technology for teaching prevention; and suggest linking university and community resources. The report concludes that changing the AOD culture will require a comprehensive, broad-based effort and that faculty can play an important leadership role by reframing faculty's role on campus, its profession, and its work with students. Appended is a list of symposium attendees, and a list of suggested AOD prevention activities for faculty. (JM)

ED 435 358 HE 032 581

Guide to International Academic Standards for Athletics Eligibility for Students Entering Fall 1999.
PUB DATE- 98
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Admission Criteria; *College Athletics; College Bound Students; *Eligibility; Extramural Athletics; Foreign Countries; *Foreign Students; Higher Education; International Educational Exchange; Secondary Education; Transfer Policy
IDENTIFIERS- *National Collegiate Athletic Association

This book is intended as a guide for reviewing core-curriculum eligibility of student athletes who have completed any portion of their secondary education in a non-U.S. educational system. Beginning with the 1994-95 academic year, the National Collegiate Athletic Association (NCAA) Initial-Eligibility clearinghouse will certify all student-athletes who wish to participate in Division I and II sports. Sections of the book include instructions for use of the guide; NCAA interpretations answers was administered to the students. Subjects expressed ideas, feelings, opinions, and suggestions about the use of listservs. The study presents the pros and cons of listserv use and concludes that listservs provide students with exposure to diverse forms of written expression and also help them become aware of new ways of thinking and processing ideas. Listservs provide alternatives to classroom instruction and prepare students for more demanding and complex computerized remote learning experiences such as web courses. (Contains 10 references.) (CH)

ED 435 378 HE 032 601

Federal School Code List, 2000-2001.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Finance; *Federal Aid; Federal Programs; *Financial Aid Applicants; Higher Education; Paying for College; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Free Application for Federal Student Aid; Higher Education Act Title IV

The Federal School Code List is intended as a resource for anyone who is completing a: 2000-2001 Free Application for Federal Student Aid (FAFSA), 2000-2001 Renewal FAFSA, 2000-2001 FAFSA Express, 2000-2001 FAFSA on the Web, or 2000-2001 Renewal FAFSA on the Web application. The list is arranged alphabetically by state and then institution, and includes schools in all 50 states and U.S. possessions, as well as foreign schools, that were participating in the program at the time the guide was printed. A step-by-step procedure for completing FAFSA college name and address questions is provided. (JM)

ED 435 379 HE 032 602

Idaho State University Statistical Portrait. Academic Year 1998-1999.
PUB DATE- 99
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; Comparative Analysis; Degrees (Academic); Educational Finance; Employees; *Enrollment; Facilities; Higher Education; Salaries; School Demography; State Universities; *Statistical Data; Tables (Data); *Technology Education; *Trend Analysis
IDENTIFIERS- *Idaho State University

This report provides basic statistical data for Idaho State University, and includes both point-of-time data as well as trend data. The information is divided into sections emphasizing students, programs, faculty and staff, finances, and physical facilities. Student data includes enrollment, geographical distribution, student/faculty ratios, credit hours, demographic data (fall 1998 semester; 5-year comparison), and age distribution. Similar information is also provided on students for the spring 1999 semester. The section on degrees and certificates includes academic degrees offered and awarded and applied technology certificates and degrees offered and awarded. Faculty and staff statistics include total Idaho State University employees, employee full-time-equivalent history, number of full-time faculty, faculty salaries, faculty randomly selected from the outstanding contemporary fantasy list in "Fantasy Literature for Children and Young Adults" (Ruth Nadelman Lynn), which divides high fantasy into three subgenres--travel to other worlds, alternate world/history, and myth. A comparison is made between male and female characters in each subgenre. Characteristics examined include personal traits and occupations and the roles played by female characters. Male characters were most often noted as having occupations. When occupations were specified for women, they were almost always positions that had inherently less political and/or magical power than men, regardless of subgenre. Women acting independently were found most often in alternate world/history fantasy, while the majority of females in both of the other two subgenres are defined by their relationship to male characters. A copy of the evaluation form and an annotated bibliography of the books analyzed are appended. (Contains 10 references.) (Author/MES)

ED 435 400 IR 057 550

Mason, Susan Gortner
Using Links To Facilitate Access to Internet Resources: A Content Analysis of Ohio Public Library Web Sites.
PUB DATE- 98
NOTE- 37p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; Classification; Content Analysis; *Hypermedia; Library Services; *Public Libraries; *Reference Services; State Surveys; *World Wide Web
IDENTIFIERS- Links (Indexing); Ohio; *Web Sites

This study analyzes the use of external links on Ohio public library World Wide Web sites, focusing on methods used to facilitate access to Internet resources. The categorization of links was analyzed, with specific focus on the organization, scope, and presentation of links arranged topically. This study suggests that the public libraries of Ohio are at different stages in the process of creating effective Web sites with well-selected, organized, and presented links, but clearly are working toward the goal of providing enhanced access to Internet resources. Of the 113 Web sites analyzed, 109 had at least one link to an Internet resource created outside of the library's Web site. Nearly 47% organized links topically, into ready reference areas. The organization and scope of the ready reference areas varied widely. The number of links provided in the ready reference areas ranged from 1 to 1,718, with nearly 40% providing fewer than 25 links. Approximately 50% of ready reference areas were organized using a broad categorization scheme, with the remaining 50% listing links without using categories or categorizing randomly without any attempt at exhaustiveness. Annotations were the most commonly applied presentation technique studied, used by 62.2% of libraries that organized links into ready reference areas. Appendices include a coding sheet and population sample data. (Contains 16 references.) (Author/MES)

ED 435 401 IR 057 551

Mikulec, Dominique Miro
Career Information Centers in Libraries: Measurement of Service Awareness.
PUB DATE- 99
NOTE- 58p.; Master's Research Paper, Kent State University.

(RDG)

ED 435 420   JC 990 668

Post, William J.
Corporations & Schools: An Integrated Partnership.
PUB DATE- 97
NOTE- 14p.; Presented at the Arizona Minority Education Policy Analysis Center of the Arizona Commission for Postsecondary Education (Phoenix, AZ, October 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Responsibility; *Corporate Support; Education Work Relationship; Educational Change; Educational Planning; Educational Trends; Elementary Secondary Education; Higher Education; *Labor Force Development; Long Range Planning; *Minority Groups; *Partnerships in Education; Recruitment; School Business Relationship
IDENTIFIERS- *Arizona

This paper addresses the issue of what business leaders can do to help schools prepare the workforce of tomorrow. As the pace of change in American businesses quickens and their communities broaden, the need to recruit both a highly skilled and diverse workforce increases. Businesses should take more responsibility for setting employment standards, supporting minority education, integrating partnerships, and focusing on the health and welfare of all youth. The state's high minority population growth promotes a clear message: ethnic and racial minorities are the key to Arizona's future. Their education is synonymous with Arizona's economic success. The paper looks at the new nature of work where effective workers are those who can use resources wisely, have high levels of interpersonal skills, use information well, work with systems, and use technology. It also discusses current educational issues regarding minorities and looks at what corporate leaders can and must do to help educators and students. "An Integrated Arizona Education Vision in Partnership with Corporate Arizona" is introduced with the objective of providing all Arizona's citizens access to a high-quality K-16 education. This shared vision would concentrate on six goals critical to the state's economic future. (VWC)

ED 435 421   JC 990 669

Hodgkinson, Harold L.
Arizona Education--Birth to Grad School: An Exploration into Arizona Educational Demographics.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; *Educational Assessment; *Educational Development; Educational Opportunities; Educational Planning; Educational Policy; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Higher Education; *Minority Groups; Preschool Education; *School Holding Power
IDENTIFIERS- *Arizona

This paper explores the Arizona educational system's educational demographics. It contains a foreword, executive summary, family at-home activity handouts and community activity handouts; (8) resources; and (9) reproducible artwork to assist educators in carrying out the various activities being promoted in the kit. (HTH)

ED 435 439 PS 027 844

Tickle Your Appetite: Team Nutrition's Education Kit for Child Care.
PUB DATE- 98
NOTE- 214p.; Videotape and audiocassette not available from ERIC. For WIC/Team Nutrition Educator's Kit for Children, see PS 027 843.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Day Care; Eating Habits; Foods Instruction; *Learning Activities; *Nutrition; *Nutrition Instruction; *Preschool Children; Preschool Education
IDENTIFIERS- Department of Agriculture; Food Preferences

Adapted for child care and Head Start providers, this educator's kit contains activities and information to improve nutrition experiences for preschool-age children. In addition to the educator's guide, the kit includes a short videotape and audiotape with three segments that teach about trying different types of foods; about the taste, touch, and smell of foods; and about how foods grow. The guide is divided into nine sections, identified by labeled tabs in a three-ring binder. The sections cover the following: (1) an overview of the kit's mission, principles, and messages, and the kit's organization, elements, and program features; (2) an in-depth explanation of the Department of Agriculture's Team Nutrition; (3) a facilitator's guide; (4) 12 classroom activities; (5) 10 at-home activities that encourage family members to become active participants in food-related educational experiences for their children; (6) 12 suggested activities/procedural guides to involve the community; (7) family at-home activity handouts and community activity handouts; (8) resources; and (9) reproducible artwork to assist child caregivers in carrying out the various activities being promoted in the kit. (HTH)

ED 435 440 PS 027 879

Wachter, Joanne C.
Classroom Volunteers: Uh-Oh! or Right On!
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Elementary Education; Parent School Relationship; Program Administration; Program Design; Program Development; Program Evaluation; Program Improvement; *Volunteer Training; *Volunteers
IDENTIFIERS- Classroom Effectiveness; *Volunteer Management; Volunteer Recruitment; Volunteer Retention; Volunteerism; *Volunteers in Education

Noting that volunteer programs succeed only with careful

Differences; EURONET; Europe

Scholars are increasingly recognizing that adolescent development is best understood by acknowledging and examining adolescents' cultural, social, historical, and political contexts. The Euronet for Research on Adolescence in the Context of Social Change project, begun in 1991, is a collaborative effort among research teams from European countries and the United States with the goal of describing perceived living conditions in different countries and cultures and examining the everyday lives of adolescents in each country. This edited monograph is based upon the work of 12 research teams and focuses on adolescents in Bulgaria, Czechoslovakia, Hungary, Poland, Russia, Romania, Finland, France, Germany, Norway, French Switzerland, and German Switzerland, with a United States sample included for comparison. The chapters are: (1) "Cross-National Research in Adolescent Psychology: The Euronet Project" (Francoise D. Alsaker and August Flammer); (2) "Methodological Challenges in Cross-National Research: Countries, Participants, and General Procedures" (Francoise D. Alsaker, Connie Flanagan, and Beno Csapo); (3) "Time Use by Adolescents in an International Perspective. I: The Case of Leisure Activities" (August Flammer, Francoise D. Alsaker, and Peter Noack); (4) "Time Use by Adolescents in an International Perspective. II: The Case of Necessary Activities" (Francoise D. Alsaker and August Flammer); (5) "Future-Oriented Interests" (Jari-Erik Nurmi, Aurora Liiceanu, and Hanna Liberska); (6) "Macrosocial Context and Adolescents' Perceived Control" (Alexander Grob and August Flammer); (7) "A Cross-National Model of Subjective Well-Being in Adolescence" (Alexander Grob, Anna Stetsenko, Collete Sabatier, Luba Botcheva, and Petr Macek); (8) "Adolescents' Preferences for Their Homeland and Other Countries" (Connie Flanagan and Luba Botcheva); (9) "Being a Minority: Hungarian Adolescents in Transylvania, Romania" (Beno Csapo, Erzsebet Czachesz, Aurora Liiceanu, and Sandor Lazar); and (10) "European Adolescents: Basically Alike and Excitingly Different" (Francoise D. Alsaker and August Flammer). Each chapter contains references. (KB)

ED 435 459 PS 028 013

Erickson, Martha Farrell; Kurz-Riemer, Karen
Infants, Toddlers, and Families: A Framework for Support and Intervention.
PUB DATE- 99
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Child Rearing; *Disabilities; *Early Intervention; *Family Programs; Family Relationship; *Infants; Knowledge Level; Models; Parent Child Relationship; *Parent Education; Parenting Skills; Program Effectiveness; Social Support Groups; *Toddlers
IDENTIFIERS- Family Strengths; *Family Support

For children with disabilities, children at risk, and even for healthy infants and toddlers born into well-functioning families, support and early intervention can foster optimal growth and development. Based upon the underlying principle that the most effective interventions incorporate flexible, client-centered approaches with the client-service provider reaffirmed expectations that how one is taught, what strategies are utilized, and in what manner information is presented can and do affect student learning. They further demonstrated that students' strengths and weaknesses can be affected by a teacher's method of instruction. (Forty appendices include state proficiencies, weekly progress reports, multiple intelligences checklists, and lesson plans. Contains 61 references.) (SD)

ED 435 477 PS 028 061

Smale, Jim, Ed.
Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 1999.
PUB DATE- 99
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Childhood Attitudes; Culturally Relevant Education; Developed Nations; Developing Nations; *Early Childhood Education; Foreign Countries; Newsletters; Personal Narratives; Program Descriptions; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Africa; Bolivia; Cambodia; India; Kenya; Netherlands; Peru

This document consists of the three 1999 issues of The Bernard van Leer Foundation's "Early Childhood Matters." This periodical, addressed to practitioners in the field of early childhood education, evolved from an in-house publication directed to projects funded by the Bernard van Leer Foundation. Articles in the February 1999 edition include: (1) "Effectiveness for Children" (Smale); (2) "Reaching for the Moon" (Anandalakshmy); (3) Real Engagement by Children" (Bartlett); (4) "Tapping a Key Resource" (Tolfree and Woodhead); (5) "Peru: Children's Parliaments--Hearing Children" (Barrientos); (6) "India: Bal Sansad--Children's Parliaments"; and (7) "Driving a Car for the First Time: Teachers, Caregivers and a Child-Driven Approach" (Meerdink). The June 1999 issue focuses on effective early childhood development (ECD) programs at international, governmental, regional, and country levels. The articles include: (1) "Ireland: Strengthening Families for Life" (Hazlett); (2) "Bolivia: Costs and Benefits" (van der Gaag and Tan); (3) "Early Childhood Development as an International Policy Issue" (Landers); (4) "Kenya: Working for Viability through Project Partners" (Jahani); (5) "Southern Africa: Guidelines for Good Practice" (Moshoeshoe); and (6) "Cambodia: Continuing to Learn--For the Benefit of Children" (Redd Barna Combodia). Articles in the October 1999 issue are: (1) "Mapping the Contours of Effective Programming: The Effectiveness Initiative 1999- 2002"; (2) "When ECD Works: Mapping the Contours of Effective Programming" (Salole and Evans); and (3) "Stories We Tell, Moments That Stay with Us" (Ilfeld). Each issue contains information on foundation publications and announcements related to foundation activities. (KB)

ED 435 478 PS 028 063

Johannes, Holly; Roach, Amy
Parental Involvement Activities in the School.
PUB DATE- 99
NOTE- 100p.; Master's Action Research Project, Saint Xavier

ED 434 988 CE 077 214

Singh, Madhu, Ed.

Adult Learning and the Changing World of Work. Report of Theme V. Proceedings of the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).

PUB DATE- 98

NOTE- 125p.; For Theme 4 of the Conference, see CE 079 177. Produced in cooperation with UNESCO's International Project on Technical and Vocational Education.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; *Adult Learning; *Economic Change; Education Work Relationship; Educational Change; Educational Planning; *Employment Potential; *Empowerment; Foreign Countries; Informal Education; Job Skills; Job Training; *Labor Market; Lifelong Learning; Relevance (Education); Technological Advancement; Trend Analysis; Unions; Vocational Education

IDENTIFIERS- Australia; Europe (Central); Europe (East); Jamaica; Korea

This report presents the contributions to theme five, "Adult Learning and the Changing World of Work," of the Fifth International Conference on Adult Education. Section 1 is an introduction to the Conference with objectives, themes, and agenda for the future. Section 2, "Discussion and Debate on the Issues of Theme Five" (R. Barry Hobart) answers 12 questions within the 4 areas of principles and practices of theme five. Section 3, "Position Paper on the Galaxy of Issues Relating to Theme Five" (R. Barry Hobart), analyzes the relationship and responsibilities of each of five partners to education for the world of work. Section 4 contains 14 presentations from 3 conference sessions. Session 1, "Changes in the World of Work That Impact on Adult Education and Training," has eight papers: "ICFTU International Confederation of Free Trade Unions : What Are the Most Significant Changes in the World of Work?" (Renate Peltzer); "The World of Work and Adult Learning: Changes, Impacts, and Prospects" (B.W. Kerre); "Changes in the World of Work and Their Impact on Adult Education and Training in Jamaica (A Developing Economy)" (Lurliene Miller); "Training for Employability" (Maria A. Ducci); "Continuing Training in the Transition Process in Central and Eastern Europe and in the New Independent States" (Hans Konrad Koch); "Learn To Undertake" (Felix Cadena Barquin); "Special Impacts on Developing and Transition Economies" (David H. Fretwell); and "Adult Education and Jobs, or Sustainable Livelihoods?" (John Lawrence). Session 2, "Implications for Adult Education Programs of the Changing World of Work," has three papers: "Policy Directions for Reforming Vocational and Technical Education in Korea" (Ikhyun Shin); "Changes in the World of Work and Their Implications for Formal TVET Technical and Vocational Education and Training " (R. Barry Hobart); and "Adult Learning and Vocational Training in the Informal Sector in Developing Countries" (Committee on Educational Research in Cooperation with Third World Countries). Session 3, "Policy and Social Implications of the Changing World of Work," consists of three papers: "Policy and Social Implications of the Changing World of Work: The Australian Experience" (Tony Greer); "Adult Education--Instrument for Democratisation and Empowerment" (Helga Foster); and "Political Economy, Adult Education, and Exclusion" (Ettore Gelpi). Appendixes include the program and advisory committee list. (YLB)

strategies and structures; focus on affordability of initial investments in setting up systems; include a training program on using technology; and be flexible about time schedules. Television, radio, computers, and the Internet can all be important tools for facilitating lifelong and lifewide learning. Technology often raises the fear of inequality. Analysis of experiences with educational technology appears to indicate that, although it may initially widen the gap between those with and without access, it holds great potential for making adult and literacy education more affordable and accessible to broader audiences. (MN)

ED 435 006 CE 079 192

Literacy for Tomorrow. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 18p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Literacy; Community Education; Delivery Systems; *Developing Nations; Educational Policy; Educational Strategies; *Educational Trends; Foreign Countries; *Futures (of Society); Intergenerational Programs; *Literacy Education; Nongovernmental Organizations; Position Papers; Program Development; Rural Education; Student Centered Curriculum; Trend Analysis
IDENTIFIERS- Africa; Canada; India; Latin America; Place Based Education; World Bank

A review of past trends in adult literacy in developing countries shows that the following factors have been crucial to achieving large-scale literacy results: the state as the prime mover; political will or national commitment; a favorable development context; continuous mobilization activities; a broad conception of literacy; broad collaborative involvement; central coordination; postliteracy and other follow-up efforts; and dual strategy combining universal primary education and adult literacy. Despite the arguments against large-scale adult literacy campaigns by nongovernmental organizations and international agencies, well-resourced, well-planned initiatives have taken place in Latin America, Africa, and India. Learner- and community-based approaches are becoming more popular; however, the World Bank's policies regarding adult literacy have had a detrimental effect on efforts to link adult and child literacy through intergenerational approaches. Although the need for literacy teaching is greatest in developing countries, literacy remains a concern in industrialized countries. The literacy of tomorrow should not be a static condition inasmuch as the level of literacy required to function in everyday life is constantly shifting upward. The challenge is to provide citizens with lifelong access to literacy and learning-rich environments. Meeting this challenge requires removing the word "remedial" from the literacy vocabulary and coordinating hitherto separate fields of education. (MN)

ED 435 007 CE 079 193

Women's Education: The Contending Discourses and Possibilities for Change. Promoting the Empowerment of Women. A Series of 29 Booklets Documenting Workshops Held at the Fifth International emergence of computer-based technologies is having an important impact on skills in some areas of creative arts. (An appendix contains four tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the cultural and recreational services industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 027 CE 079 280

Dumbrell, Tom
Education. Industry Training Monograph No. 14.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 81p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Apprenticeships; Education; Education Work Relationship; Employer Attitudes; *Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; Foreign Countries; Graduate Surveys; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Teachers; *Vocational Education
IDENTIFIERS- *Australia

Nearly 590,000 persons are employed in education in Australia, two-thirds of whom are women. One-third of education jobs are part time, and 40% of the work force is over age 45, suggesting that labor shortages may emerge in the next decade. As would be expected, this sector employs more persons with bachelor's and higher degrees than any other industry. In the vocational education and training (VET) sector, demand has been driven by the changing nature of the labor market and increases in government funding. Education placed in the top three industries in terms of employer satisfaction with VET graduates. Employers identified three areas for improvement: content relevance, work ethic, and flexibility in course delivery. Graduates in education felt that their qualification was less well regarded by employers than did other graduates. They were also very unsatisfied with the provision of information on careers and jobs. (An appendix contains seven tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed by occupations in the education field, 1987-96; higher education students and growth rates by state; age profiles of higher education students, 1980-95; overseas higher education students by field of study and sex; higher education students by field of study; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 028 CE 079 281

Dumbrell, Tom
Electricity, Gas and Water Supply. Industry Training Monograph No. 4.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 34p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adult Learning; Basic Skills; Career Counseling; Case Studies; Community Centers; Community Education; Computer Uses in Education; Counseling Services; Definitions; *Delivery Systems; Distance Education; Education Work Relationship; Educational Media; *Educational Practices; Educational Quality; Educational Technology; Educational Trends; Foreign Countries; Information Technology; *Instructional Materials; Learning Centers (Classroom); Libraries; Online Systems; *Open Education; Postsecondary Education; Private Sector; Program Costs; Public Schools; Rural Education; School Business Relationship; Services; Trend Analysis; Tutors; Urban Education
IDENTIFIERS- *Great Britain; National Vocational Qualifications (England); *Open Learning; Place Based Education

The availability and nature of open learning materials and centers in Great Britain were examined in a study that focused on the following: the open learning market; learning materials; commercial suppliers; basic skills materials; information technology materials; online learning; information technology and tutors; qualifications; prices; quality; standards; support; and learning centers. The research included case studies of open learning programs offered in rural and urban community learning centers, libraries, commercial enterprises, colleges, a university, and a career service. Key findings included the following: (1) Great Britain's open learning market is complex and divided into several sectors, including further education, higher education, training, individuals, and schools; (2) of the 20,000-25,000 open learning packages available in Great Britain, approximately 5,000 are computer-based packages; (3) the availability of open learning is clearly skewed in a manner dictated by market forces; (4) relatively few materials are related to basic skills development or achieving a National Vocational Qualification; (5) open learning materials are available in a wide range of media; (6) locating open learning materials is not always a straightforward process; (7) learning centers have become widely available in all sectors; and (8) the quality of open learning varies widely. (Contains 37 references.) (MN)

ED 435 046   CE 079 324

Imel, Susan; Zengler, Cynthia J.
For the Common Good: Local Linkage Team Case Studies.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE- 99
NOTE- 30p.; "With assistance from Gina Zwerling."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adults; *Agency Cooperation; *At Risk Persons; Case Studies; *Coordination; Employment Services; Integrated Services; Job Training; Partnerships in Education; Program Effectiveness; State Programs; Statewide Planning; Success; Teamwork; Vocational Education; Youth
IDENTIFIERS- *Ohio

To understand more fully what factors lead to successful collaboration at the local level, case studies of five Common Good local linkage teams were conducted. Since 1990, 47 teams have been formed under the auspices of Common Good, a statewide project to facilitate development of local interagency linkage teams throughout Ohio. Local teams focused on improving

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Anorexia Nervosa; Behavior Modification; *Cognitive Restructuring; Coping; *Counseling Techniques; Females; *Group Therapy; Interpersonal Competence; Intervention; Motivation Techniques; *Psychoeducational Methods; Psychotherapy; Sociocultural Patterns

Although in-depth, long-term group psychotherapy is a beneficial therapeutic experience for adolescent females suffering from anorexia nervosa, these clients are notoriously resistant to treatment and to long-term, open-ended group settings. This dissidence may stem from a motivational deficiency toward changing their eating patterns and difficulties with interrelational skills. Participating in a psychoeducational group can be a less threatening endeavor than in-depth psychotherapy. Members are not initially expected to share and process their pathological conflicts and cognitions, but to learn accurate information about the dangers of their eating disorder behavior. Because the time-limited, short-term format requires less commitment and seems more likely to result in success, members are more likely to complete the group sessions. The connections they make about the relationship between their eating behavior and underlying issues combined with the positive experiences related to group belongingness and decreased feelings of isolation may increase the likelihood that members will pursue further in-depth psychotherapy. Therefore, a short-term, psychoeducational group for weight-stabilized individuals with anorexia nervosa is an effective prelude to longer-term approaches. Participating in a psychoeducational group builds initial social and coping skills that prepares and motivates recovering clients for more intense psychotherapy. (Contains 41 references.) (GCP)

ED 435 067 CG 029 525

Helping Children and Adolescents Cope with Violence and Disasters. Fact Sheet.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Children; *Coping; *Crisis Intervention; Emotional Disturbances; Family Role; Fear; Injuries; *Posttraumatic Stress Disorder; School Security; *Victims of Crime; *Violence
IDENTIFIERS- Emotional Distress; *Traumas

The purpose of this fact sheet is to share what is known about the impact of violence and disasters on children and to suggest steps to minimize long-term emotional harm. Trauma is defined to include emotional as well as physical experiences and injuries. It is noted that even secondhand exposure to violence can be traumatic and, therefore, all children and adolescents exposed to violence or disaster, even if only through graphic media reports, should be watched for signs of distress. Loss of trust and fear of the event occurring again are seen in many children and adolescents who have been exposed to traumatic events. After violence or a disaster occurs, the family is the first-line resource for helping. Among the things that parents and other adults can do are explain the episode as well as they information to help students become better readers. The paper, in the form of a question-and-answer dialogue, aims to guide educators who must use tests as a key element in the information base used to make decisions about the progress of individual children and the quality of instructional programs. The paper poses seven questions and provides focused discussions on each question. It also offers recommendations for teachers; researchers; parents, parent groups, and child advocacy groups; and policymakers. As a frame for these recommendations, the paper stresses two points: (1) accountability is a necessary part of education; and (2) the intent is not to blame policymakers for the current dilemma with high-stakes testing. (NKA)

ED 435 085   CS 013 669

Using Multiple Methods of Beginning Reading Instruction. A Position Statement of the International Reading Association.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; *Emergent Literacy; Methods Research; Position Papers; Primary Education; *Reading Instruction; Reading Research; *Reading Strategies; *Teacher Role
IDENTIFIERS- International Reading Association

This position paper aims to clarify the International Reading Association's stance on methods for teaching beginning reading (i.e., reading methods). The paper first defines a reading method as a set of teaching and learning materials and/or activities often given a label, such as a phonics method, literature-based method, or language experience method. It then advances the position that since there is no single method or single combination of methods that can successfully teach all children to read, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of the children in their care so they can create the appropriate balance of methods needed for the children they teach. The paper then poses and answers six relevant questions about supporting research; controversy; methods available for teaching beginning reading; and implications of this position at the federal, state, district, and school levels. Contains 12 references. (NKA)

ED 435 086   CS 013 670

Phonemic Awareness and the Teaching of Reading. A Position Statement from the Board of Directors of the International Reading Association.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Emergent Literacy; *Phonics; Position Papers; Primary Education; *Reading Instruction; Reading Writing Relationship; *Student Needs
IDENTIFIERS- Educational Issues; International Reading Association; *Phonemic Awareness; Phonological Awareness

This position paper considers the complex relation between development. Section 2 contains an annotated bibliography of 21 novels and anthologies for curriculum consideration. Section 3 presents a classroom bibliography of short fiction containing 23 entries suitable for inclusion in the course. Section 4 discusses classroom application, with an outline of readings and discussion topics by week, as well as suggested approaches for midterm paper topics, including: (1) narrative point of view; (2) setting; (3) characterization; and (4) thematic elements in fiction as motivation for plot and characterization. Appended to the original plan were the following seven stories by Latin American authors: "The Garden of Forking Paths" by Jorge Luis Borges (Argentina); "A Very Old Man with Enormous Wings" by Gabriel Garcia-Marquez (Columbia); "The Walk" by Jose Donoso (Chile); "The Cooking Lesson" by Rosario Castellanos (Mexico); "The Night Face Up" Julio Cortazar (Argentina); "An Act of Vengeance" by Isabel Allende (Chile); and "The Featherless Buzzards" by Julio Ramon Ribeyro (Peru). Because these stories were photocopied from copyrighted sources they are not included in ERIC's copy. (RS)

ED 435 106 CS 510 163

Kirkwold, Lorne O.
Role of the Media in the Quebec Language Portfolio.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; English; Foreign Countries; French; Government Role; *Language Planning; *Language Usage; Legislation; *Mass Media Role; *Newspapers; *Official Languages
IDENTIFIERS- Quebec; Rhetorical Strategies

In the Province of Quebec, and in particular on the island of Montreal, large communities of the French-speaking Quebecois majority and the English-speaking Quebecker minority have historically co-inhabited peacefully. There is, nonetheless, an ebb and flow in the conflict between the two languages. In recent years, the Government of Quebec has legislated mandatory use of French to promote Quebecois identity. To the English-speaking community, mandatory French has meant at times banning the English language. The reporting of language legislation of successive Quebec governments and the public reaction is known as the language portfolio. The study identified important differences in the treatment of the language portfolio between two prominent daily newspapers in Quebec: one French-language, the other English. To explore the differences, the same three stories were chosen from each. Each article was subjected to a content analysis to quantify the portion of fact and opinion. Then the articles were analyzed to determine how ideas were treated. This was accomplished by, most importantly, considering the journalistic approach in both French and English. At the same time, common rhetorical features shared in the discourse of the two languages were categorized and their contents contrasted for the intended impact on the reader. Among these rhetorical features were openings and closures, quotations, vocabulary, and dramatic devices, including hyperbole and irony. While front page stories in both newspapers were essentially factual, there were varying amounts of opinion in the English editorials (40-60%) and French editorials (50-60%). Analyzing the journalistic approach and rhetorical features of the two languages revealed important differences in impact. Whereas the English newspaper generally conveyed a message of "holding our own," the French newspaper

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Elementary Secondary Education; *Prevention; *School Security; Student Welfare; *Violence; Youth Problems
IDENTIFIERS- Colorado

This report offers highlights of a special summit in Colorado during which policymakers and citizens discussed the many causes and possible solutions to youth violence. It opens with the statement that solutions start with family, community, faith, and a culture that reinforces the lessons of right and wrong. It advocates connecting every child with a caring adult, creating gang-free communities, keeping guns away from kids, holding parents accountable for raising their children, helping kids who need it most, and providing a safe school for every child. Among the recommendations found in the report were to establish a statewide gang initiative in the Colorado Attorney General's Office; raise the age from 18 to 21 for purchasing firearms at gun shows; require safe storage of firearms in the home; provide more early identification and better referral to intervention services for high-risk children; speed up termination of parental rights in cases of severe abuse, neglect, or abandonment; promote responsible fatherhood; increase government/faith-based partnerships; increase government/business partnerships targeting kids who would benefit the most; change confidentiality laws to allow schools and law-enforcement agencies to share information; and enforce state laws regarding school codes of conduct and zero tolerance of inappropriate behavior. (RJM)

ED 435 127 EA 030 111

Aronson, Julie; Zimmerman, Joy; Carlos, Lisa
Improving Student Achievement by Extending School: Is It Just a Matter of Time?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.; "This paper was originally presented for the PACE Media/Education Writers Seminar (April 20, 1998)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Instructional Effectiveness; Learning Processes; *Time Factors (Learning); Time Management

This document explores ways in which time can be used as an education resource. It opens with an overview of studies that indicate that American students trail their counterparts in other leading industrialized nations in academic achievement. It discusses research on the relationship between time and learning, explores the limitations of existing research, and defines the terms used in research, such as allocated time, engaged time, and academic-learning time. It offers the basic findings of these studies, including the conclusion that there is little or no relationship between allocated time and student achievement, that there is some relationship between engaged time and achievement, and that there is a larger relationship between academic-learning time and achievement. The text encourages educators to focus on the time that matters; research indicates that there is no consistent relationship

This book discusses characteristics of individuals with Asperger syndrome that affect behavior, and presents strategies for preventing behavioral problems. Chapter 1, "An Overview of the Characteristics of Asperger Syndrome that May Impact Behavior," discusses specific characteristics that affect cognition, language, socialization, sensory functions, visual processing, and behavior. Chapter 2, "The Rage Cycle and Functional Assessment of Behaviors in the Cycle," describes precursors to a behavioral outburst and strategies educators can use to prevent outbursts, such as: (1) antiseptic bouncing; (2) proximity control; (3) signal interference; (4) touch control; (5) tension defusion through humor; (6) support from routine; (7) interest boosting; (8) redirection; (9) home base (creating a safe home base for students to go to regain control); (10) acknowledging student difficulties; and (11) walking with a student without talking. This chapter also discusses functional assessment of behaviors in the rage cycle. Chapter 3, "Strategies that Promote Self-Awareness, Self-Calming, and Self-Management," discusses several interventions to prevent rage behaviors through instruction, interpretation, and restructuring. The final chapter, "Specifically for Parents," urges parents to work together to develop a home plan that addresses causes of problem behaviors, family organization and support, conflict resolution, and daily routines. (Contains 60 references.) (CR)

ED 435 147 EC 307 479

Burnette, Jane
Critical Behaviors and Strategies for Teaching Culturally Diverse Students. ERIC/OSEP Digest E584.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; "Based on 'Focus on Ethnic and Minority Concerns: Critical Teaching Behaviors and Instructional Strategies for Working with Culturally Diverse Students' by Cathy Kea."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; *Diversity (Student); Educational Strategies; Elementary Secondary Education; Feedback; Student Needs; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- ERIC Digests

This digest reviews behaviors and instructional strategies that enable teachers to build stronger teaching/learning relationships with students from culturally diverse backgrounds. Strategies include: (1) appreciate and accommodate the similarities and differences among the students' cultures; (2) build relationships with students; (3) focus on the ways students learn, and observe students to identify their task orientations; (4) teach students to match their behaviors to the setting; (5) use a variety of instructional strategies and learning activities; (6) consider students' cultures and language skills when developing learning objectives and instructional activities; (7) incorporate objectives for affective and personal development; (8) communicate expectations; (9) provide rationales; (10) use advance- and post-organizers; (11) provide frequent reviews of the content learned; (12) facilitate independence in thinking and action;

permanent placement is determined, the better the chances for the child's adjustment. (Contains 33 references.) (CR)

ED 435 166 EF 005 631

Dawn, Lisa
Financing Public School Facilities in Texas: A Case Study.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Facilities Improvement; Elementary Secondary Education; Program Design; *Public Schools; *School Construction; *State Aid; *State School District Relationship
IDENTIFIERS- *Texas

A case study is presented of a Texas educational facilities program that was developed to provide long-term state assistance to school districts for the construction or renovation of their facilities by providing equal access to revenue for the specific purpose of repaying debt issued to finance instructional facilities. This report presents a brief historical context in which the facilities program was developed, then describes the schema for Texas school finance. Next, the facilities program is described, including the eligibility criteria and the funding formulas that deliver state aid. The impact of the program on local tax rates and debt issuance is discussed, and the unique features of the program and its future challenges are assessed. Appendices present statistical tables on the instructional facilities allotment awards for 1998-99 listed by school district and on the principal debt financed with instructional facilities allotment for 1997-99 listed by school district. (Contains 19 references.) (GR)

ED 435 167 EF 005 632

Terzian, Richard R.
Recommendations for Improving the School Facility Program in Los Angeles Unified School District.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; Enrollment; *Organizational Effectiveness; Planning; *Public Schools; Urban Schools
IDENTIFIERS- *Little Hoover Commission; *Los Angeles Unified School District CA; Reform Efforts

The Little Hoover Commission presents its findings on the State of California's school facilities program with a review of the practices of the Los Angeles Unified School District (LAUSD). This report on the LAUSD reveals that children in Los Angeles are currently doomed to overcrowded, uninspired, and unhealthy schools because of persistent incompetence by the LAUSD. It then describes these problems in detail addressing enrollment growth, personnel practices, organizational structure, and board competence. Immediate and long-term reforms of the LAUSD are discussed, followed by reform recommendations that should be initiated by the Governor and Legislature. An appendices presents a list of witnesses before the Little Hoover

Telling; Writing Skills
Classroom teaching methods and activities designed to encourage collaborative communication between teacher and students and among students in the English-as-a-second-language (ESL), bilingual, or mainstream class containing English language learners (ELLs) are presented. The approach is intended to reduce the teacher-controlled nature of interactions and promote active language use. Two verbal-interactive academic activities found to be especially effective in developing an environment for collaborative talk are described. The first is the use of classroom interaction methods involving ELL students in interaction not just as respondents but as active participants in the negotiation of meaning. Several ways of organizing verbal interaction are discussed and compared. The second method is the use of storytelling activities in which ELLs can take advantage of their own experiences and cultural traditions to develop "oracy" and literacy concepts and skills across the curriculum. Techniques the teacher can use to support ELLs' oral language development and link storytelling with other skill areas are offered. Contains 31 references and a list of 47 instructional resources for teachers. (MSE)

ED 435 189 FL 026 042

Lao, Christy Ying; Krashen, Stephen
Implementation of Mother-Tongue Teaching in Hong Kong Secondary Schools: Some Recent Reports.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Chinese; *English; Foreign Countries; *Language of Instruction; *Language Role; *Native Language Instruction; Program Design; Program Effectiveness; Secondary Education; Student Attitudes
IDENTIFIERS- *Hong Kong
While most primary school education in Hong Kong (China) is in the native language, Cantonese, and most university-level instruction is conducted in English, the language of secondary school instruction has begun to shift from English to Cantonese. The decision to increase Cantonese use is controversial. Four studies of this situation are reported. The first, a study of 56 secondary schools, found Chinese-medium classes less passive. The second, a survey of 189 Chinese-medium schools, found most principals and slightly fewer teachers believed native-language teaching facilitated higher-level learning. The third study, of grade 7 students in 12 secondary schools found the Chinese-medium students felt their English had improved more than did the English-medium students. The fourth study, consisting of in-depth interviews with students, found Chinese-medium students to be more comfortable in class. Further examination of the studies, not yet available in full, and further research on native language-medium instruction in this and other contexts are recommended. Contains 11 references. (MSE)

ED 435 190 FL 026 043

Gifford, Charlotte; Mullaney, Jeanne
From Rhetoric to Reality: Applying the Communication Standards to

and 1998-1999. The study reflects data from the 279 public and 386 private institutions that participated in both study years. The study found that the average salary for faculty in administrative assistant and secretarial services for public institutions was 2.3 percent lower than the average salary for faculty in all major fields in 1995-1996 and 1.3 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 48 percent lower than the average salary for faculty in all major fields in 1995-1996 and 54.1 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, administrative assistant and secretarial services faculty in public and private institutions received average annual salary increases of 2.4 percent and 0.4 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 211 HE 032 429

Howe, Richard D.
Salary-Trend Study of Faculty in Anthropology for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,917 college faculty in the field of anthropology for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in anthropology for public institutions was 0.8 percent higher than the average salary for faculty in all major fields in 1995-1996 and 0.01 percent higher than the average salary for faculty in all major fields in 1998-1999. It was also found that the average faculty salary in anthropology for private institutions was 8.8 percent higher than the average salary for faculty in all major fields in 1995-1996 and 4.6 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, anthropology faculty in public and private institutions received average annual salary increases of 0.8 percent and 0.5 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 212 HE 032 430

Howe, Richard D.
Salary-Trend Study of Faculty in Architecture and Related Programs for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

fields in 1995-1996 and 19.8 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 14.1 percent higher than the average salary for faculty in all major fields in 1995-1996 and 37.5 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 1.8 percent and 9.6 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 233 HE 032 451

Howe, Richard D.
Salary-Trend Study of Faculty in Fine Arts and Art Studies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *College Faculty; Comparative Analysis; *Fine Arts; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Sciences; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 7,074 college faculty in the field of fine arts and art studies for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average fine arts and art studies faculty salary for public institutions was 7.9 percent lower than the average salary for faculty in all major fields in 1995-1996 and 8.8 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 13.0 percent lower than the average salary for faculty in all major fields in 1995-1996 and 14.0 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 0.8 percent and 1.6 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 234 HE 032 452

Howe, Richard D.
Salary-Trend Study of Faculty in Foreign Languages and Literatures for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Literature; *Private Colleges; Promotion (Occupational); *Public Colleges; *Second

report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that in 1995-96 average public health faculty salaries in public institutions were 0.2 percent lower than the average for all ranks in all major fields; private institutions were 18.7 percent higher than average for the same period. In 1998-99, these averages were, respectively, 3.5 percent lower and 41.4 percent higher than all ranks. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 254 HE 032 472

Howe, Richard D.
Salary-Trend Study of Faculty in Reading Teacher Education for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Reading Instruction; *Reading Teachers; Statistical Data; Teacher Education; Teacher Educator Education; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 498 reading teacher faculty, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average reading teacher faculty salaries in public institutions were 8.7 percent lower than the average for all ranks in all major fields; private institutions were 18.7 percent lower than average for the same period. In 1998-99, these averages were, respectively, 7.5 percent and 24.2 percent lower than all ranks and disciplines. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 255 HE 032 473

Howe, Richard D.
Salary-Trend Study of Faculty in Social Sciences, General for the Years 1995-96 and 1998-99.
PUB DATE- 99

Guidelines; Higher Education; Personnel Management;
Preservation; Repair; *School Maintenance; Staff Development

The 20 chapters of this guide to custodial staffing in educational facilities are grouped into five parts addressing: (1) staffing, (2) evaluation, (3) special considerations, (4) staff development tools, and (5) case studies. The five chapters on staffing are all by Jack C. Dudley and are titled: "General Methods"; "The Mathematics of Change"; "The Space Inventory"; "Barton Hall--The Macro Staffing Solution; and "Custodial Areas and Scheduling--The Micro Staffing Solution." The three chapters on evaluation are: "The Cost of Cleaning" (Jack C. Dudley); "How Clean Are You? Determining Your Facility's Level of Cleanliness" (Philip L. Brown); and "Contracting the Cleaning" (Jack C. Dudley). Four chapters address special considerations: "Residence Halls" (Julia Wertz); "Healthcare Facilities" (Jim Adams); "K-12 Facilities" (Tom Spearing); and "Community and Vocational/Technical Colleges" (Jack C. Dudley). Staff development tools are discussed in three chapters: "Hiring, Orientation, and Standard Operating Procedures" (Judy A. Stead); "Training the Staff" (Paul Cortney); and "Team or Specialized Cleaning" (Jim Adams). The last five chapters provide case studies: "Analysis and Reorganization" (Julia Wertz); "Case Study: The Georgetown Experience" (Henry L. Wells and Richard P. Payant); "Case Study: The Toledo Experience" (Judy A. Stead); "Case Study: The Wooster Experience" (Julia Wertz); and "Case Study: The Georgia State Experience" (James E. Sears). Six appendices include information on custodial requirements and unique factors, space classification, standard space descriptions, standard space category matrices, normalized base times and standard activity list, and audit forms. (Contains 66 references.) (DB)

ED 435 276 HE 032 494

Glazner, Steve, Ed.
Electric Restructuring and Utilities Deregulation: A Facility Manager's Guide.
PUB DATE- 98
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *Educational Facilities; *Electricity; Facility Guidelines; Higher Education; *Long Range Planning; School Maintenance; *Utilities

This volume presents 12 papers offering guidelines to higher education institutions on planning for the deregulation of the electric power industry. Following an introduction (by Dorsey D. Jacobs), the papers are organized into three parts which address: the changing market, identifying opportunities and challenges, and taking advantage of electric deregulation. The included papers are: (1) "Electric Utilities: An Overview of the Industry" (Sheree L. Brown); (2) "Stranded Costs" (Sheree L. Brown); (3) "Legal/Regulatory Background and Status Report" (Steven R. Hunsicker); (4) "Statewide Policy Issues--Being a Player" (Sheree L. Brown); (5) "How To Lower Your Costs with the Local Electric Provider" (Dan Desmond); (6) "Taking Advantage of Deregulation" (D. Michael Cornwell); (7) "The Challenge of Energy Conservation and Clean Power in a Deregulated Electric Market" (Walter Simpson); (8) "Cogeneration and Self-Generation" (Lyle D. Wachtel); (9) "Team

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; *Comparative Education; Decision Making; Educational Trends; Empowerment; Females; Foreign Countries; Higher Education; Leadership; Long Range Planning; Needs Assessment; Trend Analysis; *Womens Education
IDENTIFIERS- *UNESCO

This paper examines issues related to women in higher education on a worldwide basis. Following an introduction, individual sections address the following topics: guiding principles for fostering a gender-inclusive culture through education; follow-up to the 1995 Beijing World Conference on Women; five challenges in higher education today, including the shift from elite to mass higher education and the growing reality of the internationalization of higher education; key aspects related to women and higher education (societal attitudes, women's lower enrollments in higher education, and the absence of a gender dimension in the curriculum); and trends in women as leaders in higher education. The paper concludes that the clear trends to strengthen the empowerment of highly qualified women in the fields of research, training, advocacy, and networking should constitute the foundations of UNESCO's Global Strategy for Women, Higher Education, and Development, with the aim of enhancing the participation of women in the decision-making process. Fourteen specific strategies are proposed to address advocacy, increased decision making, and action research and training; five additional goals are proposed for 2010. (Contains 15 references.) (DB)

ED 435 299 HE 032 517

Designing the Future: A Collective Strategy for Independent Colleges and Universities. Conversation Draft.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Educational Practices; Higher Education; *Institutional Advancement; *Organizational Development; *Private Colleges; Program Design

This paper offers suggestions for ways in which private higher education institutions can work together toward common goals. The first part, "Common Framework," outlines a shared reform agenda. It identifies common commitments of independent institutions and stresses three shared goals: enhanced learning; a meaningful worklife for faculty, administrators, and staff; and financial sustainability. The second part, "Elements of a Collective Strategy," uses the metaphor of a "mutual self-help network," to build a strategy based on a common agenda and the three goals of the framework, on a commitment and willingness to share good ideas and practices with others, and on an interest in learning from others and the desirability of drawing upon the accomplishments of similar institutions. The paper envisions two kinds of information to be shared: information on effective practices and information on educational designs. The channels of communication for sharing this information will consist of three components: written materials, interaction with practitioners, and training. (DB) could address faculty's concerns about the use of educational technology. The professional development took the form of a series of activities designed to assist college faculty in integrating technology into the curriculum. Subjects, 60 full-time and adjunct faculty at a small liberal arts college, were divided into experimental (n=24) and control (n=36) groups. Subjects were asked to complete two instruments: one measuring stages of concern and a technology use and training inventory. Subjects also participated in focused interviews on their knowledge and use of innovation. Results indicate that the participants in the professional development intervention group demonstrated some changes in the quality of their concerns, moving from awareness and information concerns to personal management and refocusing concerns. (Contains 91 references.) (MSE)

ED 435 320　　　　HE 032 539

A Model for Differentiated Nursing Practice.
PUB DATE- 95
NOTE- 91p.; For a related document on nursing practice, see HE 032 540.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Allied Health Occupations Education; Change Strategies; *Education Work Relationship; Educational Change; Higher Education; Job Skills; *Labor Force Development; Labor Needs; *Labor Standards; *Nursing Education

This report describes the work of a task force of the American Association of Colleges of Nursing and the American Organization of Nurse Executives that was organized to delineate the competencies needed to provide for effective and efficient use of all workforce personnel and for more efficient use of the variety of programs that prepare nursing personnel. The resulting plan provides for rational workforce planning based on a differentiated set of nursing personnel and differentiated practice expectations for a changing health care environment. A number of conclusions and recommendations are reported, including: development of five to ten models of differentiated education/practice demonstration projects across the country; development of a core of leaders for differentiated education/practice projects; continued development of value-neutral language to describe differentiated nursing practice and education; and a plan for disseminating information about the initiative. The bulk of the document is contained in eight appendixes that provide background information for the task force's work. (Contains 58 references.) (MSE)

ED 435 321　　　　HE 032 540

The Essentials of Master's Education for Advanced Practice Nursing.
PUB DATE- 96
NOTE- 50p.; For a related document on nursing practice, see HE 032 539.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

concludes that entrepreneurial ventures performed in keeping with academic values can be worthwhile for institutions, students, and the public. (Contains 14 references.) (JM)

ED 435 339 HE 032 562

Brawer, Florence B.
Academic Entrepreneurship in Higher Education. CELCEE Digest No. 98-3.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Colleges; Community Colleges; Corporate Support; Economic Opportunities; *Educational Finance; *Entrepreneurship; Higher Education; Organizational Change; Partnerships in Education; Private Financial Support; Privatization; School Business Relationship; Universities

This digest reviews entrepreneurship activities among university and community college faculty and administrators, citing a number of studies that examine corporate-university linkages. These studies note that some faculty act as consultants to organizations, thus providing an avenue for personal interaction between industry and academe, or engage in research that leads to commercialization of a product, which in turn results in formal research arrangements between the industrial partner and faculty members. Many patents held by business corporations, for example, are the result of work performed in university laboratories. Community colleges also participate in entrepreneurial activities by teaching students who may eventually create their own businesses. The major difference between academic researchers and industrial entrepreneurs relates to differences in values. While academic work is done within a relatively narrow disciplinary focus, entrepreneurial activities involve linkages between resources and opportunities and require technical, managerial, and interpersonal competencies. Such value differences keep many faculty from participating in entrepreneurial activities, even though these activities may benefit their institutions and society at large. (Contains 8 references.) (JM)

ED 435 340 HE 032 563

Faris, Shannon K.
Technology Transfer as an Entrepreneurial Practice in Higher Education. CELCEE Digest No. 98-9.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Corporate Support; Educational Finance; Educational Research; Higher Education; Innovation; Linking Agents; Partnerships in Education; Private Financial Support; Privatization; Research and Development Centers; Research Utilization; *School Business Relationship; *Technology Transfer; Universities
IDENTIFIERS- *Massachusetts Institute of Technology; Merton (Robert K); *Washington University MO

This digest examines some of the literature on technology transfer in the context of higher education, noting that the practice of capitalizing on academic research for commercial purposes has the potential to generate financial resources for of core-curriculum and test-score requirements; a conversion chart for British-patterned grading scales; an alphabetical list of countries and education plans; division I initial eligibility indices, with comparisons of grade point averages, SAT, and ACT scores between the United States and other countries; multi-country references; and a list of NCAA members who have indicated interest in helping member institutions evaluate foreign records. (JM)

ED 435 359 HE 032 582

The NCAA.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Athletics; *Extramural Athletics; Higher Education; Pamphlets; Physical Education
IDENTIFIERS- *National Collegiate Athletic Association

This small promotional brochure published by the National Collegiate Athletic Association (NCAA) provides an overview of the association and its various services. Sections of the brochure deal with the NCAA's history; purposes; membership; how it is organized; member services; administration of its 81 championships in 22 sports; enforcement mechanisms; athletics certification; education services, including educational outreach, sports sciences, the NCAA foundation, youth programs, and citizenship through sports programs; scholarships, including postgraduate scholarships, ethnic minority, and women's enhancement programs, degree completion assistance, and its sports journalism scholarship; finances; the Hall of Champions; and information that is available on-line. (CH)

ED 435 360 HE 032 583

NCAA Transfer Guide, 1999-00: Two-Year College Transfers; Four-Year College Transfers.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; *College Athletics; *College Transfer Students; Extramural Athletics; Higher Education; Transfer Policy; Two Year Colleges
IDENTIFIERS- *National Collegiate Athletic Association

This brochure is designed to guide student athletes who want to transfer from one institution to another during their college career. It covers rules for transferring from a two-year college to an NCAA Division I, II, or III college; from a four-year college to an NCAA college; or for students who have transferred from four-year to two-year colleges and now want to compete at an NCAA college. It includes information on eligibility rules, expected grade point averages, number of semester hours needed for transferring, competition rules, financial aid, medical hardship waivers, etc. Appendices summarize the academic requirements for transferring to NCAA Division I and II colleges. (JM) salary comparisons, exempt nonfaculty salaries, and administrative salary comparisons. Financial data includes student fees, student financial aid awarded, state appropriate analysis, operating budgets, revenues, and expenditures. Physical facilities data includes physical plant assets, replacement values, square footage, housing occupancy report, library collection, and class data. (JM)

ED 435 380 HE 032 603

Boothby, Samuel
Supplementing Interdisciplinary Studies Programs with a Consciousness-Based Transdisciplinary Approach To Increase Students' Holistic Development.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; Communication (Thought Transfer); Consciousness Raising; Critical Thinking; *Experiential Learning; Hermeneutics; Higher Education; *Holistic Approach; Integrated Activities; Intellectual Disciplines; *Interdisciplinary Approach; Psychoeducational Methods; *Transcendental Meditation
IDENTIFIERS- Learning Communities; *Science of Creative Intelligence

Formal and informal assessment of interdisciplinary courses in learning communities indicate that communicating across disciplines is a problem that can diminish the effectiveness of these courses. A new discipline called the Science of Creative Intelligence (SCI) has been used for 27 years at Maharishi University of Management (Iowa) to facilitate cross-disciplinary communication. This paper describes two primary components of SCI: a laboratory or experiential approach based on student and faculty practice of the transcendental meditation program; and a theoretical approach in which faculty refer in all courses to a set of universal principles of natural law that can be located in all disciplines. These principles, derived from analyses of experiences during the transcendental meditation technique, are stated in common language and provide students with a unified and coherent view of the relationship between all disciplines. In addition, the document includes a review of the field theory of consciousness presented in SCI, and offers empirical research documenting the success of its laboratory approach in developing the broader comprehension and wisdom that is a goal of interdisciplinary studies programs. (Contains 14 references.) (Author/JM)

ED 435 381 HE 032 604

Stake, Robert E.; Cohernour, Edith J. Cisneros
Evaluation of College Teaching in a Community of Practice.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Collegiality; Communication Problems; Communication Skills; Educational Quality; *Evaluation; Evaluation Criteria; Higher Education; *Instructional Effectiveness; Instructional Improvement; Mentors; *Organizational Communication; Performance Based

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Information; Career Development; Career Information Systems; College Libraries; Community Colleges; *Information Utilization; *Library Collections; *Library Services; *Occupational Information; Public Libraries; Questionnaires; *Resource Materials; Student Surveys; Tables (Data); Two Year Colleges; Use Studies; User Needs (Information); Users (Information)
IDENTIFIERS- Career Information; *Career Information Centers; Cuyahoga Community College OH

A survey designed to measure student awareness of library-based career information sources was conducted in general studies classes at Cuyahoga Community College (Ohio). The student population represented traditional freshmen and adult students looking for personal or career development. The response rate (94.7%) was excellent, with 31 classes participating. The survey instrument identified student status information, library usage patterns, and career information sources. A library was used at least once during the month by 199 (74.3%) of the respondents. Cuyahoga Community College libraries were used by 107 of these respondents. Usage patterns revealed that 34.7% of the respondents who reported using a library at least once during the month used more than one type of library, and 5% of these respondents reported using more than two types of libraries. This information suggests that public library usage complements usage of campus libraries. Public library usage patterns were consistent with the geographic area where each campus is located, resulting in high usage counts for Cleveland Public Library and Cuyahoga County Public Library. Newspapers and college resources were the most frequently used career information sources. Research data from this study supports the conclusion that Cuyahoga Community College provides student access to career information through general studies classes, counseling offices, and campus libraries. Appendices include the survey instrument. (Contains 19 references and 12 tables.) (Author/MES)

ED 435 402 IR 057 552

Beke-Harrigan, Heidi
Quaker Resources Online Index.
PUB DATE- 99
NOTE- 50p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Access to Information; *Indexes; Indexing; Information Retrieval; Religious Cultural Groups; *World Wide Web
IDENTIFIERS- Electronic Resources; *Quakers; *Web Sites

The Quaker Resources Online Index is a World Wide Web-based index, including author, title, subject, and meeting indexes, that provides access to Quaker materials available on the Web. Given the current failings and shortcomings of search engines and automated key word searches, this index brings together information from a variety of sources and provides Web searchers with a tool for better discerning content in context. Current literature regarding the application of online indexing is explored, along with necessary tools, HTML, and considerations unique to the subject of Quakerism. Selection and subject analysis of Web-based materials are presented, in conjunction with issues and techniques related to Web-based introduction, three sections, questions, sources, public opinion, and a list of the Arizona Minority Education Policy Analysis Center (AMEPAC) board members. The executive summary presents statistical highlights on the transient nature of Arizona's population, and the relatively low level of academic achievement of Arizona residents from elementary through post-secondary levels. The introduction notes two major segments in this report. The first presents a general view of Arizona as a demographic entity, while the second section presents a specific view of the state's educational demographics, with one focus on the issue of who "drops through the cracks," from birth through the Ph.D. One of the paper's goals is to present the whole Arizona education "pipeline" from pre-school to graduate school for the reader to understand what economic and social consequences occur when people are not allowed to continue through the pipeline even though they have the talent to proceed. Section 1 of the report looks at Arizona as a demographic reality. Section 2 explores the Arizona educational "pipeline," and Section 3 presents conclusions about how to improve this pipeline. Contains 15 references. (VWC)

ED 435 422 JC 990 670

Glendale Community College Services Annual Report, 1998-1999.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; *Annual Reports; College Programs; Community Colleges; Program Descriptions; School Health Services; Student Development; Student Financial Aid; Student School Relationship; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

This document presents the annual statistics on college services at Glendale Community College (GCC) in California. It begins with a summary of admissions and records, including a look at assessment and registration. Descriptions are provided about the College Services Division, the Disabled Students' Program & Services (DSP&S), and the Extended Opportunity Program and Services (EOP&S), including a list of its accomplishments for 1998-99 and its goals for 1999-2000. Accomplishments and goals for these two academic years are also outlined in financial aid, along with a comparative data chart of the college's financial aid programs. During the 1998-99 academic year, students at GCC received $8,850,000 in all financial aid programs administered by the Financial Aid Office. Compared with records from four years ago, the past year represents a 33% increase in the amount of funds paid to GCC students. Also in the document, the health center describes its goals and accomplishments while tabulating its year-to-date statistics on professional contacts and insurance status. The library puts forth a new mission statement. The student activities section describes the Office of Student Activities, Alumni Association, Associated Students of Glendale Community College, athletics for men and women, the bookstore, the Ready to Read Program, scholarship programs, school relations and student outreach, the service learning center, and the Tell Me A Story Program. (VWC)

ED 435 423 JC 990 671

forethought and maintenance, this book is designed to provide information necessary to create and operate a successful volunteer program in an elementary school setting. Steps in thinking about volunteers in innovative ways, recruitment, training, maintaining program effectiveness, and relaying appreciation are presented. Ready-to-use plans and reproducible sheets are included to aid teachers in incorporating both community and parent volunteers into the classroom. Chapter one of the book presents several scenarios illustrative of some difficulties associated with the use of volunteers. Chapter two argues that use of classroom volunteers should be task oriented rather than time oriented. Chapter three assists in setting priorities and deciding which volunteer roles are most important to individual classroom circumstances. Chapter four provides concrete tips on how to recruit effective volunteers who will address specific classroom needs, while chapter five provides information on the proper training and orientation necessary for specific volunteer roles. Chapter six addresses issues concerning communication and provides advice on dealing with inevitable problems as they arise. Chapter seven explores ways to show appreciation for the volunteers. Chapter eight provides advice on evaluating the volunteer program and adding new priorities. Includes 25 reproducible worksheets. (SD)

ED 435 441 PS 027 889

Now in Our Hands: Caring for California's Abused & Neglected Children.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Advocacy; Child Health; *Child Neglect; *Child Welfare; *Children; Family Problems; *Foster Care; Foster Children; Foster Family; Placement; Public Policy
IDENTIFIERS- *California; Little Hoover Commission

This study reports on the Little Hoover Commission's investigation of California's mechanisms for caring for abused and neglected children. Fourteen major findings and corresponding recommendations for addressing findings are presented. The report begins with a brief executive summary, introduction, and background information. The first section addresses findings in the area of ensuring the "Highest Quality of Care." The recommendations address committing to help abused children, managing for improvement, assessing performance, and thinking long-term. The second section addresses findings in the area of "Targeted Abuse Prevention and Early Intervention." The recommendations for this area address intervening early, assessing risk, and watching welfare reform. The third section addresses findings in the area of implementing "Quality Short-Term Foster Care." The recommendations address ensuring temporary placement, healing alcohol and drug abuse, enabling relative foster care, and delivering comprehensive services. The fourth section of the report addresses findings in the area of "Improved Long-Term Outcomes." The relevant recommendations address reengineering the adoption process, supporting permanent placement and assisting independence. Following some brief concluding comments, four appendices include lists of advisory committee members, Little Hoover Commission Public Hearing Witnesses, legislation cited in the report, and methodology for foster care projections. (Contains 141 notes, and 28 charts and graphs.) (SD) relationship at the heart, this book presents a framework for strengths-based intervention with parents and young children. The book contains practical suggestions for building positive family relationships, cultivating parental knowledge and understanding of child development, and enhancing family support systems. Chapters 1 and 2 present background information on the historic roots of early intervention and current directions for practices of it. Chapters 3 through 5 contain discussions of critical themes and strategies for working with families with young children, covering issues related to parenting behavior, beliefs and feelings, and social support. Throughout the book, suggestions are made for adapting strategies with diverse populations, including families of different cultural backgrounds, families whose children have special needs, and parents who face challenges such as mental illness or chemical dependency. (An annotated bibliography contains approximately 150 resources for professionals and parents.) (KB)

ED 435 460 PS 028 014

Kahn, David; Dubble, Sharon L.; Pendleton, D. Renee
The Whole-School Montessori Handbook for Teachers and Administrators.
PUB DATE- 99
NOTE- 887p.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; *Educational Administration; Educational Finance; Educational Practices; Elementary Education; Enrollment; *Montessori Method; Parent Participation; Parent School Relationship; Personnel; Planning; Preschool Education; Public Schools; Student Recruitment
IDENTIFIERS- *Montessori Schools

Recognizing that there are numerous organizational models and strategies that can be used by Montessori school administrators, this handbook provides a guide for shaping the Montessori school's unique administrative practice. The handbook's seven parts address organizational and financial foundations, a developmental perspective of the prepared environmental and architectural design, family-school relationships, building a professional community, whole-school development and evaluation, growth and sustainability, and special concerns of the public school. The chapters are: (1) "Brief: Starting a New Montessori School"; (2) "Organizational Structure"; (3) "Financial Operations"; (4) "Implementing the Developmental Continuum"; (5) "The Architectural Expression of the Developmental Continuum"; (6) "School Promotion and Recruiting"; (7) "Admissions, Enrollment, and Family Records"; (8) "Parent Involvement and Guidelines"; (9) "Hiring and Orientation of Staff"; (10) "Operational Policies and Procedures"; (11) "The Cycle of Evaluative Inquiry between Child and Teacher"; (12) "The Cycle of Evaluative Inquiry with School Staff"; (13) "Fundraising, Annual Giving, and the Annual Report"; (14) "Capital Campaigns"; (15) "Long-Range Planning"; and (16) "Montessori in the Public School." Each chapter includes answers to frequently asked questions about the topic, suggestions for further reading, and sample documents related to the topic. Four appendices describe the prepared environment at the infant-toddler, preschool, and elementary levels,

University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Strategies; Elementary Education; Elementary School Students; Family School Relationship; Junior High School Students; *Parent Participation; *Parent School Relationship; *Parents; Program Effectiveness; Special Needs Students

This action research project evaluated the impact of strategies to increase parental involvement and improve student interest in academics and school-related activities. Participating were students in an eighth grade social studies class and third through seventh grade learning disabilities classes in a rural school setting. The need for increased parental involvement and student interest was documented by means of parent and student surveys and by observing parent attendance at school functions. The one-semester intervention was developed based on a review of literature and an analysis of the problem setting and was comprised of an increase in home-school activities such as an open house, parent-teacher conferences, photo album night, special friend day, and monthly newsletters and activity packets, as well as an increase in parental contact at the school through the use of an informative bulletin board. Post-intervention data indicated that parental involvement as assessed by parental attendance at school functions continued to be a problem. Nevertheless, because of the planned activities, parents had an opportunity to be involved at school. There were positive comments from students and parents about the activities and negative comments about the purpose of the activities. (Ten appendices contain data collection instruments, data summaries, and sample program materials. Contains 36 references.) (KB)

ED 435 479 PS 028 065

Sheffer, Susannah, Ed.
Growing without Schooling, 1999.
PUB DATE- 99
NOTE- 225p.; For 1998 issues, see ED 427 885.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adoption; Athletics; Computer Uses in Education; Creativity; Disabilities; Educational Principles; Educational Technology; Elementary Secondary Education; Grandparents; History Instruction; *Home Schooling; Learning Activities; Listening Skills; Mathematics Instruction; Mentors; Music Education; Newsletters; Nonformal Education; *Nontraditional Education; Organizations (Groups); Parent Student Relationship; *Parents as Teachers; Play; Resource Materials; Science Instruction; Special Needs Students; Student Attitudes; Teaching Methods; Values Education
IDENTIFIERS- Home Curriculum; Play Learning

This document, comprised of six bimonthly issues of a newsletter, focuses on home schooling and providing parents in the United States and other nations with ideas, activities, research summaries, and resources to teach their children at home. Each issue contains short news items and reports on home schooling, letters from parents, information on the challenges and concerns of home schooling, a focus topic, book and resource reviews, and a resource and information list. Feature reports and letters from parents include the following: (1) "Why

ED 434 989 CE 077 215

Giere, Ursula
Developing a Network of Adult Learning Documentation and Information Services. Directory of Members = Repertoire des Membres = Directorio de los Miembros = Mitgliederverzeichnis.
SPONS. AGENCY- German Ministry of Education, Science, Research and Technology, Berlin.
PUB DATE- 98
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Community Development; Database Producers; Databases; Distance Education; *Empowerment; Foreign Countries; *Information Networks; *Information Services; Intercultural Communication; Lifelong Learning; *Literacy Education; Management Information Systems; Nonformal Education; Research Tools; Sex Fairness; Vocational Education; *Womens Education

This directory contains profiles of 89 adult education documentation and information services worldwide that are interested in international cooperation and networking. The foreword and executive summary are in English, French, Spanish, and German. These are followed by a discussion of the survey that collected information contained in the directory. The main entry section contains the 89 services listed alphabetically by name. Each entry is presented in a format that includes some or all of the following: name; address; telephone number, fax number, e-mail address; homepage address; contact name(s); brief description; basic institutional data (year of foundation, director, size of documentation and information staff, countries served, working languages); size and type of collection (areas of specialization, books and documents, periodicals received annually, multimedia or audiovisual materials, annual growth of collection); methods of data management (cataloging rules, classification system, indexing tools/thesaurus, methods of data processing, electronic database software, external online access); information and publications profile; services and special activities (information services provided, studies and surveys in preparation, special activities, networking); user profile; challenges and obstacles in carrying out the work; strategies and perspectives to improve services; and role envisaged within the network of networks. Appendixes include five indexes--areas of specialization; countries covered; countries where services are located; regions where services are located; and working languages. Annexes include lists of databases with external online access, homepage addresses, and a worksheet. (YLB)

ED 434 990 CE 078 524

Adult Learning and Literacy Clearinghouse Fact Sheets. Revised .
PUB DATE- 99
NOTE- 18p.; These Fact Sheets are periodically revised. For earlier versions, see ED 382 851 (Fact Sheets 0, 3-10, 12, 14, 16, 17) and ED 394 011 (Fact Sheets 0, 4-7, 9, 10, 12, 14, 16). Updated Fact Sheets are posted on the World Wide Web: http://www.ed.gov/offices/OVAE/division.html .
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult

Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Literacy; Community Education; *Educational Opportunities; *Empowerment; Equal Education; Foreign Countries; Informal Education; Integrated Curriculum; Lifelong Learning; Literacy; *Literacy Education; Nonformal Education; Participative Decision Making; Poverty; Sex Discrimination; *Sex Fairness; *Violence; *Womens Education
IDENTIFIERS- Caribbean; India

This booklet reflects issues raised at a workshop on women's education and empowerment held at the Fifth International Conference on Adult Education. It focuses on promoting empowerment for women in educational contexts ranging from formal education systems to literacy and poverty alleviation programs. Section 1 discusses two perspectives on women's empowerment: one that advocates improving women's position and equity without radically altering the existing structure of gender relations and another that sees women's advancement as necessarily involving the transformation of an excessively male-dominated society. Section 2 focuses on how educational opportunity is not necessarily translated into personal, social, and economic gains for Caribbean women. Section 3 uses the women's program, Mahila Samakhya, implemented in the Banda district of India, as an example of empowering women through participatory adult learning. Section 4 deals with new radical discourses in adult literacy work dealing with the issues of violence and creating safe adult learning environments for women. Section 5 highlights the following challenges for adult learning: (1) giving a voice to women who have suffered violent experiences; (2) informal learning; (3) the learner's role in determining the curriculum; (4) breaking discrimination barriers; and (5) connecting formal and nonformal systems of women's adult education within the perspective of lifelong learning. (YLB)

ED 435 008 CE 079 194

Raising Gender Issues in Formal and Non-Formal Settings. Promoting the Empowerment of Women. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 14p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Literacy; *Advocacy; Community Education; *Educational Opportunities; Equal Education; Foreign Countries; Informal Education; Integrated Curriculum; *Literacy Education; *Nonformal Education; Prior Learning; Sex Discrimination; *Sex Fairness; *Womens Education
IDENTIFIERS- Africa; Asia (South); Chile

This booklet reviews the current situation of women's education in different formal and nonformal educational settings, in different regions and contexts. Section 1 looks at the continuing gender gap in educational participation. It

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Education Work Relationship; Electrical Occupations; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; *Energy Occupations; Foreign Countries; Graduate Surveys; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Utilities; *Vocational Education; Water Quality; Water Resources; Water Treatment
IDENTIFIERS- *Australia

Australia's electricity, gas, and water supply industry employs only 0.8% of the nation's workers and employment in the industry has declined by nearly 39% in the last decade. This industry is substantially more dependent on the vocational education and training (VET) sector for skilled graduates than is the total Australian labor market. Despite the low numbers of workers, government support for training is relatively high. Employers in this industry were the third highest among all industries in terms of spending on employee training. Employers are quite satisfied with VET provision, and over 81% of students working in the industry received some form of study assistance from employers. VET graduates gave particularly low scores to information on courses, careers, and jobs. (An appendix contains three tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the electricity, gas, and water supply industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 029 CE 079 282

Dumbrell, Tom
Finance and Insurance. Industry Training Monograph No. 11.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 38p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; *Finance Occupations; Foreign Countries; Graduate Surveys; *Insurance Occupations; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

Australia's finance and insurance industry is among the 5 industry divisions in which females outnumber males. Women's share of industry jobs has risen from 51% to 55% in the last decade. However, there is a pronounced gap in earnings between male and female workers. Employers expressed below-average satisfaction with vocational education and training (VET), especially with the relevance of courses to their needs and teacher ability and experience. VET graduates gave a lower rating to their course in terms of employment relevance than did graduates in any other industry. Graduates were particularly critical of equipment quality and the provision of services to at-risk youth and adults through development of collaborative interagency linkages. Five teams, representing diversity of locations and methods of operation, were selected: Montgomery, Portage, Scioto, Washington, and Wayne counties. Case studies were organized around developing factors, functioning, and ongoing sustainability of Common Good teams at the local level. Interviews of team members, personal observations by project staff, and published documents such as newsletter articles, media releases, brochures, and meeting agendas were used as references. Teams shared the following common elements that contributed to successful interagency collaboration: regular communication, customer-centered focus, shared leadership, structure and focus, esprit de corps, relationship to one-stop system, and support from the Common Good State Team. The only common challenge was lack of time. Recommendations were for the State Team's continuing leadership; study of the project's relationship to the one-stop system; a meeting for local teams to share activities; and the State Team's support of continuing study of local collaborative linkage activities in Ohio. (YLB)

ED 435 047 CE 079 416

The Groundhog Job Shadow Day Public Awareness Guide.
PUB DATE- 98
NOTE- 23p.; For another Groundhog Job Shadow Day guide, see CE 079 417.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Development; *Career Education; *Career Exploration; *Education Work Relationship; Elementary Secondary Education; Guidelines; Occupational Information; *Public Relations; Publicity; *School Business Relationship; Vocational Education
IDENTIFIERS- *Job Shadowing

This guide was created to help community groups create publicity plans and follow through to promote public awareness of Groundhog Job Shadow Day (GJSD) on February 2, 1999. The guide promotes the goal of raising public awareness for the importance of business and education working together to provide hands-on career experiences for students. It suggests ideas for planning activities and working with the media to leverage coverage of GJSD. The first section of the guide contains three sections that cover outreach strategies, countdown to February 2, and basic outreach materials. The second section consists of nine templates that provide samples of the following: pre-GJSD news release, wrap-up GJSD news release, GJSD advisory, request for proclamation letter, proclamation, letter to editor, fact sheet, quote sheet, and radio public service announcements, as well as a list of the members of the GJSD Coalition. (America's Promise, National School-to-Work Opportunities Office, Junior Achievement, and the American Society of Association Executives). Two final sections contain camera-ready articles and camera-ready art. (KC)

ED 435 048 CE 079 417

How To Have a Successful Groundhog Job Shadow Day.
PUB DATE- 98

are able, encourage the children to express their feelings, let children know that it is normal to feel upset, and allow time for the youngsters to experience and talk about their feelings. The fact sheet concludes with a discussion of post-traumatic stress disorder, its diagnosis and treatment, and what scientists at the NIMH are learning about trauma in children and adolescents. (GCP)

ED 435 068 CG 029 529

Davis, Cathy; Martin, Graham; Kosky, Robert; O'Hanlon, Anne
National Stocktake of Early Intervention Programs--July 1998. AusEkit Number 1.
SPONS. AGENCY- Australian Commonwealth Dept. of Health and Family Services, Canberra.
PUB DATE- 97
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Children; Clinical Diagnosis; *Early Intervention; *Emotional Problems; Foreign Countries; Intervention; Mental Disorders; *Mental Health Programs; Program Effectiveness; *Program Evaluation
IDENTIFIERS- Australia

This project consists of three interrelated streams which aim to: (1) develop and maintain a national network of mental health service providers, and an easily accessible clearinghouse of relevant information, to facilitate the development of innovative early intervention services across Australia; (2) address challenges in reorienting service delivery in child and adolescent mental health toward an early intervention focus; and (3) promote the best practice in early intervention in priority mental disorders of children and adolescents. One of the strategies employed by the project is the conducting of a national stocktake of early intervention programs. This stocktake involves assessing the current situation by counting and valuing programs, and assessing progress and prospects. The national stocktake of early intervention programs includes identification of the population of programs to be studied by collecting information on the program type, target group, and coverage of the program. The AusEinet project team has provided some limited information to help evaluate the evidence of effectiveness provided by programs. (Contains 18 references and 5 appendixes.) (GCP)

ED 435 069 CG 029 531

Amini, Bijan
Crisis, Meaning and Consciousness.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Counseling; *Crisis Intervention; Instruction; *Life Events
IDENTIFIERS- Frankl (Viktor E); Life Coping Skills; Polarity

phonemic awareness and reading. The paper seeks to define phonemic awareness (although there is no single definition), stating that it is typically described as an insight about oral language and in particular about the segmentation of sounds that are used in speech communication. It also differentiates between phonemic awareness and phonological awareness, terms which are sometimes used interchangeably. The paper discusses many aspects of phonemic awareness, including research findings (and how they might be misused or overgeneralized), and how phonemic awareness can be taught. The paper contends that the following teacher suggestions will lead to the development of phonemic awareness and success in learning to read: offer students a print-rich environment within which to interact; engage students with surrounding print as readers/writers; engage children in language activities that focus on both the form and the content of spoken and written language; provide explicit explanations in support of student's discovery of the alphabetic principle; and provide opportunities for students to practice reading/writing for real reasons in a variety of contexts to promote fluency and independence. An extensive list of suggested readings concludes the paper. (NKA)

ED 435 087 CS 013 675

Kranzler, John H.; Miller, M. David
An Examination of Racial/Ethnic and Gender Bias on Curriculum-Based Measurement of Reading.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Curriculum Based Assessment; Elementary Education; Racial Bias; *Reading Achievement; Reading Comprehension; Reading Research; Sex Bias; *Test Bias; Test Validity; Whites
IDENTIFIERS- African Americans

A study examined racial/ethnic and gender bias on curriculum-based measurement (CBM) of reading with African-American and Caucasian male and female regular education students across grades 2-5. Simultaneous multiple regression analyses were conducted by grade to examine group differences on CBM as an estimate of reading comprehension. Regression equations were estimated with CBM, gender, race/ethnicity, and the interactions of gender and race/ethnicity with CBM. Results indicated that CBM is a biased indicator of reading comprehension. Although no evidence of bias was found at the second and third grades, intercept bias was found for racial/ethnic groups at the fourth and fifth grades, and intercept and slope bias were found for gender at the fifth grade. Implications suggest that the meaning of CBM scores differs across race/ethnicity or gender, or both, at certain grade levels. CBM performance over-estimates the reading comprehension of African American students and under-estimates that of Caucasians; and at grade 5, CBM performance overestimates the reading comprehension of girls and under-estimates that of boys. Mean differences between boys and girls were also much greater at lower levels of CBM performance than at higher levels. These findings raise issues concerning the use of CBM as a screening measure and in determining eligibility for and termination of special education and related services. (Author/RS)

ED 435 088 CS 013 678

conveyed a message of frustration that the majority view could not be respected. (Author/RS)

ED 435 107 CS 510 164

Burrows, Lisa K.; Guthrie, Daphne; Peterson, Deb; Rakow-Larson, Laurie
Improving Listening Skills in Children.
PUB DATE- 99
NOTE- 60p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Listening Comprehension; *Listening Skills; Reading Comprehension
IDENTIFIERS- Direct Instruction

This report describes strategies utilized to improve listening skills. The targeted population consisted of elementary students in grades one, two and three in two neighboring Midwestern states. Poor listening skills were documented by parent and student surveys, teacher observation and observation checklists. Review of the literature indicated that lack of instruction in the area of listening, the effects of television, poor listening habits and external distractions contributed to students' poor listening skills. Solution strategies, as reviewed in the literature, resulted in three categories of interventions: direct instruction in listening provided by the teacher, modeling, practice and home suggestions. Post intervention data indicated an improvement in student use of listening strategies. With the improvement of listening strategies came increased understanding and comprehension of the subject matter. (Contains 15 references, 7 notes, a table of data, and 2 figures of data; appendixes contain survey instruments, checklists, graphic organizers, listening behaviors, and directions for a listening game.) (Author/RS)

ED 435 108 EA 029 977

Ilg, Timothy J.; Raisch, C. Daniel
Building-Based Budgeting and Decentralization: A 20 Year Perspective.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *Decentralization; Educational Finance; Elementary Secondary Education; *Finance Reform; Organizational Change; School Accounting; *School Based Management; *School Restructuring

This paper examines the effects of site-based budgeting in education. It describes and presents a school-based budgetary decision-making model that was designed originally to shift the balance of power from the central office to the building level.

between the amount of time allocated for instruction and the amount of time students spend engaged in learning activities. The document examines the costs of adding time and some of the key factors in maximizing existing time, including classroom management, the appropriateness of instruction and curriculum, and student motivation. The booklet concludes that time, albeit a critical factor, exhibits little impact on student performance when considered alone. (Contains 31 references.) (RJM)

ED 435 128 EA 030 112

Adelsheimer, Erica
What We Know about Vouchers: The Facts behind the Rhetoric.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 17p.; Document researched and prepared with the assistance of Kate Rix.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Charter Schools; Educational Finance; *Educational Policy; Educational Research; *Educational Vouchers; Elementary Secondary Education; Nontraditional Education; Policy Analysis; *School Choice

This report examines research on education vouchers. It discusses how most studies have focused on the systems in place in Milwaukee, Cleveland, and New York City. Although researchers have accused each other of specious findings, some generally consistent results have arisen: families that are served by vouchers are generally low income, parents were more satisfied with private schools than with prior public schools, the education levels of parents of enrolled voucher students were higher than those of students in the public schools generally, voucher students were more likely to live in single-parent families, students of certain racial and ethnic backgrounds made up a greater portion of voucher recipients than their numbers in the school populations would predict, and mobility rates and attrition rates were essentially the same for voucher recipients and public school students. Inconsistent findings were also evident, including the effects of vouchers on student achievement, as well as the degree of parental involvement. The report recommends that more attention be devoted to other choice alternatives, costs, program design, and the education gap. Synopses of alternatives for providing school choice, such as charter schools, open enrollment, homeschooling, magnet schools, and private vouchers, are presented. Contains 10 references. (RJM)

ED 435 129 EA 030 113

Research Design for "Kyosei" Western Assessment Collaborative at WestEd.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Cooperative Programs; Educational Cooperation; Educational Innovation; Elementary Secondary Education; Evaluation Utilization; Professional Development;

(13) promote student on-task behavior; (14) monitor students' academic progress during lessons and independent work; (15) provide frequent feedback; and (16) require students to master one task before going on to the next. (CR)

ED 435 148 EC 307 480

Dunlap, Glen; Fox, Lise
Teaching Students with Autism. ERIC Digest E582.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Age Differences; *Autism; Behavior Modification; *Classroom Communication; Classroom Environment; *Classroom Techniques; Educational Strategies; Elementary Secondary Education; Feedback; *Student Motivation; Student Needs; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Functional Behavioral Assessment

This digest provides an overview of considerations for teaching students with autism. General considerations for providing effective instruction for students with autism include: (1) ensure that the student is in good health, free from pain and irritation, and in a safe, stimulating, and pleasurable setting; (2) provide structure in the environment, with clear guidelines regarding expectations for appropriate and inappropriate behavior; (3) provide tools, such as written or picture schedules, to ensure that the flow of activities is understandable and predictable; (4) base the curriculum on the student's individual characteristics, not on the label of autism; (5) focus on developing skills that will be of use in the student's current and future life in school, home, and community; (6) carefully plan transitions to new placements and new school experiences; and (7) encourage parents and other family members to participate in the process of assessment, curriculum planning, instruction, and monitoring. Strategies for addressing communication issues and motivational issues are discussed, along with appropriate instructional formats and positive behavior support. Age-span considerations are also explored. (CR)

ED 435 149 EC 307 481

Anderson, Winifred; Chitwood, Stephen; Hayden, Deidre
Guiandose por la Intrincada Senda de la Educacion Especial: Una Guia para Padres y Maestros. Tercera Edicion. (Negotiating the Special Education Maze: A Guide for Parents & Teachers. Third Edition).
PUB DATE- 99
NOTE- 270p.; Translated into Spanish by Nellie L. Brawn with the help of Maria V. Cruz Palomo. For English version, see ED 407 827.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

Commission public hearing. (GR)

ED 435 168 FL 025 951

Tucker, G. Richard
A Global Perspective on Bilingualism and Bilingual Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Elementary Secondary Education; Foreign Countries; *Language of Instruction; Language Research; *Multilingualism; Program Design; Second Language Learning; Second Languages; Teaching Methods
IDENTIFIERS- ERIC Digests; Native Language

The number of languages spoken throughout the world is estimated to be 6,000. Although a small number of languages serve as important link languages or languages of wider communication around the world, these are very often spoken as second, third, fourth, or later-acquired languages. Fewer than 25% of the world's approximately 200 countries recognize two or more official languages, with a mere handful recognizing more than two. Despite these conservative government policies, available data indicate that there are many more bilingual or multilingual individuals in the world than there are monolingual. In addition, there are many more children throughout the world who have been and continue to be educated through a second or a later-acquired language, at least for some portion of their formal education, than there are children educated exclusively via the first language. In many parts of the world, bilingualism or multilingualism and innovative approaches to education that involve the use of two or more languages constitute the normal everyday experience. Results from published, longitudinal, and critical research undertaken in varied settings throughout the world indicate that the development of multiple language proficiency is possible and is viewed as desirable by educators, policymakers, and parents in many countries. This digest discusses the use of multiple languages in education, research on the use of first and second languages in education, common threads of successful programs, cross-cutting themes, key issues warranting further attention, and questions to ask regarding multilingual education in one's community. (UWL)

ED 435 169 FL 026 006

Simich-Dudgeon, Carmen
Interpersonal Involvement Strategies in Online Textual Conversations: A Case Study of a Learning Community.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; *Discourse Analysis; *Graduate Students; Graduate Study; Higher Education; *Interpersonal Communication; *Language Patterns; Language

the Classroom.
PUB DATE- 99
NOTE- 10p.; For a closely related document, see ED 421 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- *Academic Standards; Class Activities; *Communication Skills; Educational Objectives; Elementary Secondary Education; *Instructional Design; Interaction; Linguistic Theory; *Second Language Instruction; Second Languages; Teacher Role
IDENTIFIERS- *Comprehensible Input; *National Standards for Foreign Language Learning

Approaches and techniques for reaching the Communication goals of the "Standards for Foreign Language Learning" published in 1995 by the U.S. Department of Education and the National Endowment for the Humanities are discussed. As background, two theoretical perspectives on how second language acquisition occurs are examined: input processing and social interaction. Classroom activities consistent with these theoretical frameworks are presented, and two important issues related to promoting communication are addressed: the need to create, at the local level, concrete objectives based on the broadly-stated goals of the "Standards," and the changing role of the teacher in the implementation process. (Contains 18 references.) (MSE)

ED 435 191 FL 026 044

Kuruoglu, Guliz
Turkish Proficiency Tests: A National Model.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Diagnostic Tests; Higher Education; *Language Proficiency; *Language Tests; Professional Associations; Program Descriptions; Rating Scales; Scoring; *Test Construction; *Turkish; Uncommonly Taught Languages
IDENTIFIERS- Placement Tests

The process and results of a project to develop a Turkish language proficiency test are described. The project was undertaken by the American Association of Teachers of Turkic Languages, and involved development of two sample tests for intermediate and advanced levels in four skill areas (speaking, listening, reading, writing) using previously-developed proficiency guidelines. Both the format and the content of the tests are discussed. The instruments were designed as both diagnostic and placement tools for placement in college-level Turkish language courses, and incorporate authentic materials. In the listening and reading sections, examinees respond in English. Speaking and writing sections are answered in Turkish. Speech is evaluated on a five-point scale based on skills in grammar, comprehensibility, organization, vocabulary, and communication. Writing samples are evaluated for specific aspects of mechanics and content. Reading and listening skills are assessed on a less complex comprehension model. (MSE)

ED 435 192 FL 026 045

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Architecture; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,799 college faculty in the field of architecture and related programs for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in architecture for public institutions was 1.6 percent higher than the average salary for faculty in all major fields in 1995-1996 and 2.5 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 4.9 percent higher than the average salary for faculty in all major fields in 1995-1996 and 7.0 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, architecture and related programs faculty in public and private institutions received average annual salary increases of 1.4 percent and 2.7 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 213 HE 032 431

Howe, Richard D.
Salary-Trend Study of Faculty in Area, Ethnic, and Cultural Studies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; *College Faculty; Comparative Analysis; *Ethnic Studies; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Cultural Studies

This study examined salary increases among college faculty in the field of area, ethnic, and cultural studies for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average area, ethnic, and cultural studies faculty salary for public institutions was 4.9 percent higher than the average salary for faculty in all major fields in 1995-1996 and 4.6 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 3.3 percent lower than the average salary for faculty in all major fields in 1995-1996 and 1.4 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, area, ethnic, and cultural studies faculty in public and private institutions received average annual salary increases of 1 percent and 2.6 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

Language Instruction; *Second Languages; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 9,626 college faculty in the field of foreign languages and literatures for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in the field of foreign languages and literatures for public institutions was 12.7 percent lower than the average salary for faculty in all major fields in 1995-1996 and 14.7 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 7.0 percent lower than the average salary for faculty in all major fields in 1995-1996 and 8.5 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 0.5 percent and 1.5 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 235 HE 032 453

Howe, Richard D.
Salary-Trend Study of Faculty in Geography for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Geography; *Geography Instruction; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,884 college faculty in the field of geography for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in geography for public institutions was 1.5 percent lower than the average salary for faculty in all major fields in 1995-1996 and 3.5 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 7.2 percent higher than the average salary for faculty in all major fields in 1995-1996 and 0.9 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, geography faculty in public institutions received average annual salary increases of 0.4 percent above the cost of living, while faculty in private institutions received average annual salary increases of 1.1 percent below inflation (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 236 HE 032 454

NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Sciences; Social Studies; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 2,369 social science, general, faculty, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average social science faculty salaries in public institutions were 4.0 percent below the average for all ranks in all major fields; while those in private institutions were 2.7 percent higher than average. In 1998-99, these averages were, respectively, 5.4 percent and 3.8 percent lower than all ranks and disciplines. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 256 HE 032 474

Howe, Richard D.
Salary-Trend Study of Faculty in Social Work for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Work; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report covering 2,830 faculty in social work is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the

Formation" (Sheree L. Brown, David E. Crawford, Peter H. Grills, and James J. Sebesta); (10) "Internal Improvement: How To Become a More Attractive Customer" (B.N. Tripathi); (11) "How To Maintain Energy Conservation Initiatives and Buy Clean Power: Strategies for Campus Energy Users" (Walter Simpson); and (12) "Procurement of Energy Services" (Gary C. Matteson). Appendices include a summary of services provided by the Association of Higher Education Facilities Officers and a list of relevant Web sites. (Contains approximately 75 references.) (DB)

ED 435 277 HE 032 495

Qayoumi, Mohammed H.
The Metering Guide for Managers.
SPONS. AGENCY- Electric Power Research Inst., Palo Alto, CA.
PUB DATE- 99
NOTE- 93p.; Sponsored in part by the International Facility Management Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Electricity; *Energy Conservation; *Energy Management; Facility Guidelines; Higher Education; *School Maintenance; *Utilities
IDENTIFIERS- *Electric Meters

This volume provides a guide to management of utilities metering in educational facilities, especially colleges and universities. Chapter 1 gives an overview of why utility measurement, specifically the metering of energy consumption, is important in facilities management. Chapter 2 defines the basic units of measurement for both electric and nonelectric energy, defines the common multipliers that describe the magnitude of a measurement, and discusses basic utility rate structures and their impact on energy costs. Chapter 3 considers the fundamental elements and components of utility metering how alternative current is measured, common types of analog metering, present-day digital technology, and performance metering. Chapter 4 describes metering products that are currently available, such as nonintrusive appliance-load monitoring systems, electric metering networks, and main electric meters. Chapter 5 discusses management aspects of the role of metering in a deregulated environment, including strategies to reduce electric energy costs, energy management plans, and meter specifications and installation. An appendix provides basic statistical information for managers and information on measurement reliability. (Contains 36 references.) (DB)

ED 435 278 HE 032 496

The New Freshman Class: Fall 1998. The University of Wisconsin System Informational Memorandum.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Freshmen; *Enrollment Trends; Higher Education; *State Universities; Statistical Data; Tables (Data); Trend Analysis

ED 435 300 HE 032 518

Moncada, Susan M.
Governmental Accounting: Comprehensive Annual Financial Report Project.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Budgeting; Check Lists; *Course Content; Courses; Evaluation Methods; Financial Policy; Government (Administrative Body); *Government Publications; Higher Education; Student Projects; Urban Areas
IDENTIFIERS- *Financial Reports

This paper provides student materials for a course project in which students read, analyze, and interpret the information in an actual comprehensive annual financial report (CAFR) of a government entity (a city with a population greater than 40,000), and is based on the actual reviewer's checklist used by the Government Finance Officers Association's Special Review Committee when a CAFR is formally evaluated. Introductory material explains the significance of the project and offers suggestions to instructors for the practical implementation and assessment of the project. The balance of the paper contains instructions to the student on the assignment. It begins with an explanation of how to complete the assignment, including where and how to obtain a prototypical CAFR. This is followed by an explanation of the report format the student is expected to follow, including an introduction, a brief summary of economic conditions, and major initiatives. For the analysis of the financial section of the report, the student is provided section-by-section with questions about the CAFR report, and these, in turn, are keyed to the actual reviewer's checklist for reference. An assessment rubric is attached. (DB)

ED 435 301 HE 032 519

White, Ken W., Ed.; Weight, Bob H., Ed.
The Online Teaching Guide: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Uses in Education; Course Objectives; Course Organization; *Distance Education; Evaluation Methods; Higher Education; Internet
IDENTIFIERS- *University of Phoenix AZ

This book presents 14 papers that offer guidance to college teachers venturing into online instruction. It is based on the experiences and ideas of faculty at the University of Phoenix (Arizona) online campus, which has been offering online courses since 1989. Chapters in the book discuss the importance of interaction and feedback, learner control, access to directions

DESCRIPTORS- Allied Health Occupations Education; *Clinical Experience; *Core Curriculum; Curriculum Design; *Educational Needs; *Graduate Study; Higher Education; *Masters Programs; *Nursing Education

The report describes the work of an American Association of Colleges of Nursing task force charged with defining the central elements of master's education for advanced practice nursing. The task force formed a consensus for two separate but related components: a statement of the essential core curriculum content for master's-educated nurses and a statement of the essential core content for all advanced-practice nurses in direct care roles. The two elements are presented here. Introductory sections discuss the societal role of master's education and the diversity and range of master's education in nursing. Subsequent sections offer a basic curriculum model for master's nursing education and outline graduate core curriculum content and an advanced-practice nursing core curriculum. The role of clinical experiences in these models is addressed in a separate section. Appended materials include a table of domains and competencies of nurse practitioner practice and background information concerning the work of the task force. (Contains 43 references.) (MSE)

ED 435 322 HE 032 541

Hemnes, Thomas M. S.; Pyle, Alexander H.; McTeague, Laurie M.; Dyal-Chand, Rashmi
A Guide to Copyright Issues in Higher Education. Fourth Edition.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; College Administration; College Libraries; *Compliance (Legal); *Copyrights; *Fair Use (Copyrights); Federal Regulation; *Higher Education; Instructional Materials; *Legal Problems; *Legal Responsibility; Multimedia Instruction; Music; Publishing Industry; Reference Materials; School Personnel; Theater Arts
IDENTIFIERS- *Copyright Law 1976

The pamphlet discusses how colleges and universities can protect themselves and their employees from liability for copyright infringement, and proposes some guidelines to keep most uses of copyrighted material within the law. The principles underlying the Copyright Act of 1976 are explained, including the four-factor test to determine whether a use of a work constitutes fair use: (1) purpose and character of use; (2) nature of the copyrighted work; (3) amount and substantiality of copying; and (4) effect of the use of the work. Interdependence of the four factors is emphasized. The 1976 "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals" is explained, and applications of copyright law to particular circumstances (libraries, performances, music, audiovisual works, multimedia works, creation of ad hoc anthologies, use of factual information, and computers on campus) are discussed. How to obtain copyright permission for published works and penalties for infringement are also explained. Guidelines for classroom copying, educational uses of music, off-air recording of broadcasts for educational purposes, and fair use guidelines for multimedia are appended. (Contains 72 references.) (MSE)

ED 435 323 HE 032 542

the participating institutions of higher education. Several examples of technology transfer are cited, including initiatives at the Massachusetts Institute of Technology such as the university's Leaders in Manufacturing program and its Industrial Liaison Program, with a membership that includes more than 300 companies. Another partnership cited involves the Washington University Medical School (Missouri) and the Monsanto Company, which seeks new discoveries relating to the health field. Critics of technology transfer claim that the practice goes against the four norms characteristic of the practice of science cited by Robert Merton: namely, universalism (shared scientific ideas), communism (collective ownership of knowledge), disinterestedness in personal gain, and organized skepticism (independent validation), and suggests that successful practice of technology transfer must take these values into account, as well as the ethical issues and financial and research gains. (Contains 7 references.) (JM)

ED 435 341 HE 032 564

Brawer, Florence B.
The Town/Gown Syndrome in Higher Education. CELCEE Digest No. 98-6.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Corporate Support; Educational Finance; Educational Research; *Entrepreneurship; Financial Support; Foreign Countries; *Government School Relationship; *Higher Education; Institutional Characteristics; Institutional Role; Linking Agents; Partnerships in Education; Privatization; Research and Development Centers; Research Utilization; *School Business Relationship; Universities
IDENTIFIERS- Australia; *Bok (Derek); Canada; Europe

This digest examines some of the literature on entrepreneurial arrangements within academic institutions--arrangements that often mirror the conflicted town/gown attitude between small cities and the institutions of higher education located within their limits. The main reason cited for the involvement of higher education institutions in commercial endeavors is decreasing financing for higher education, but the report notes Derek Bok's caution that efforts to turn university activities into revenue may change the institution's image and force it to sacrifice its most essential academic values. The report notes two studies of Australian universities where the success of the entrepreneurial arrangement led to status bifurcation within academic units. Also noted is a study conducted of a Canadian project to accelerate college entrepreneurship which resulted in the ideas of competition becoming more firmly embedded in the thinking of Canadian governmental and educational leaders. Other studies note the need for a balance between business demands and academic values and the concern that university-corporate ties may diminish the objectivity of university research. In summarizing a study of European entrepreneurial universities, the report notes that while entrepreneurial activity can increase institutional autonomy, diversify income, and reduce dependence on government, it may also lead to fragmentation of academic goals and institutional purpose. (Contains 7 references.) (JM)

ED 435 342 HE 032 565

ED 435 361 HE 032 584

NCAA Sports Medicine Handbook, 1999-2000. Twelfth Edition.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Administrator Guides; *College Athletics; Disabilities; Diseases; Equipment; Equipment Standards; Extramural Athletics; Health; Higher Education; Injuries; Medical Services; Program Guides; Safety; *Sports Medicine
IDENTIFIERS- *National Collegiate Athletic Association

This handbook, first published in 1975, is the primary educational tool used by the National Collegiate Athletic Association Committee on Competitive Safeguards and Medical Aspects of Sports, and is designed to assist schools in the development of safe intercollegiate athletics programs. The handbook's first section on administrative issues covers sports medicine administration; medical evaluations, immunizations, and records; dispensing prescription medication; and lightning safety. The second section dealing with medical issues covers medical disqualification of the student-athlete; skin infections in wrestling; prevention of heat illness; weight loss/hypohydration; assessment of body composition; eating disorders/anorexia and bulimia; menstrual cycle dysfunction; blood borne pathogens; nontherapeutic drugs; nutritional ergogenic aids; use of local anesthetics; use of injectable corticosteroids for sports injuries; cold stress; "burners," or brachial plexus injuries; and concussion and second-impact syndrome. The third section on special populations covers participation by impaired and pregnant student-athletes and student-athletes with sickle cell trait. The final section on equipment covers protective equipment; eye safety; use of the trampoline and minitramp; mouth guards; use of the head as a weapon in football and other contact sports; and guidelines for fitting and removing helmets. Appended is a NCAA injury surveillance system summary. (JM)

ED 435 362 HE 032 585

Achieving Gender Equity: A Basic Guide to Title IX and Gender Equity in Athletics for Colleges and Universities. Second Edition.
PUB DATE- 99
NOTE- 96p.; For first edition, see ED 407 912.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Affirmative Action; *College Athletics; Colleges; Compliance (Legal); Eligibility; *Equal Education; Equal Facilities; Extramural Athletics; Federal Legislation; Federal Regulation; Higher Education; Legal Responsibility; Nondiscriminatory Education; Sex Bias; Sex Discrimination; *Sex Fairness; Universities; Womens Athletics
IDENTIFIERS- National Collegiate Athletic Association; *Title IX Education Amendments 1972

Assessment; Professional Autonomy; Teacher Effectiveness
IDENTIFIERS- University of Illinois

The traditional concept of evaluating college teaching involves evaluation of each autonomous instructor in each classroom on campus. This paper addresses a competing concept--the need for evaluating the contribution each instructor makes to the maintenance and improvement of all instructional programs in the department--holding that both individual and team contributions need to be considered if campus teaching is to be adequately evaluated. Common problems with campus instruction that call for collective attention of faculty include teachers with poor communication skills; little organized assistance for individuals; weak articulation between adjacent and subsequent courses; and course difficulty set to screen candidates for advanced work rather than to teach each student as much as possible. A case study illustrates the lack of feedback for instructors about their teaching skills, even when they actively seek it. The paper notes, however, the possible loss of classroom autonomy that is inherent in increasing the ethic of a community of practice that directs more evaluation of campus teaching toward collaborative problem-solving. (JM)

ED 435 382 HE 032 626

Walther, James H.
Change in the Age of Technology: A New Look at Licensing and Copyright for Colleges and Universities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Copyrights; Higher Education; *Intellectual Property; *Patents
IDENTIFIERS- ERIC Digests

Developments due to the rapid expansion of technology have resulted in recent changes to U.S. copyright law. President Clinton signed the Digital Millennium Copyright Act into law in 1998, an action that reflects the growing interest our society, and especially higher education, is experiencing in copyright and other intellectual property issues. This digest offers a brief overview of some of the current intellectual property issues related to patents, licenses, and copyright. (JM)

ED 435 383 HE 032 627

Martin, Sherri Anna
Early Intervention Program and College Partnerships. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College School Cooperation; *Early Intervention; *High Risk Students; Higher Education; *Partnerships in Education

index construction. Finally, the features of the completed indexes are described, and screen-prints from the actual site are presented. Contains 22 references. (Author/MES)

ED 435 403 IR 057 553

Halliday, Blane
An Examination of Essential Popular Music Compact Disc Holdings at the Cleveland Public Library.
PUB DATE- 99
NOTE- 94p.; Master's Research Paper, Kent State University. Information Science. Appendices may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Audiodisks; Discographies; *Library Collection Development; *Library Collections; *Optical Disks; *Popular Music; *Public Libraries; Research Libraries; Tables (Data)
IDENTIFIERS- *Cleveland Public Library OH

In the 1970s and early 1980s, a few library researchers and scholars made a case for the importance of public libraries' acquisition of popular music, particularly rock music sound recordings. Their arguments were based on the anticipated historical and cultural importance of obtaining and maintaining a collection of these materials. Little new research in this direction has been performed since then. The question arose as to what, if anything, has changed since this time. This question was answered by examining the compact disc holdings of the Cleveland Public Library, a major research-oriented facility. This examination was accomplished using three discographies of essential rock music titles, as well as recent "Billboard" Top 200 Album charts. The results indicated a strong orientation toward the acquisition of recent releases, with the "Billboard" charts showing the largest percentages of holdings for the system. Meanwhile, the holdings vis-a-vis the essential discographies ran directly opposite the "Billboard" holdings. This implies a program of short-term patron satisfaction by providing current "hits," while disregarding the long-term benefits of a collection based on demonstrated artistic relevance. The discographies of essential rock music are appended. (Contains 28 references.) (Author/MES)

ED 435 404 IR 057 554

Mardis, Kathleen P.
Here Today, Gone Tomorrow: The Stability of Cited Electronic References.
PUB DATE- 99
NOTE- 35p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Citations (References); Electronic Text; *Error Patterns; Information Retrieval; Information Science; *Internet; Listservs; Scholarly Journals; Tables (Data)
IDENTIFIERS- *Electronic Resources; File Transfer Protocol; Gopher; URLs; Web Sites

Numerous studies of the accuracy of citations have appeared for a variety of disciplines including library and information science. To date, these studies have focused on the print format of the professional literatures. It is only recently that studies have been performed on the professional literature available electronically, specifically Internet resources. The

Petrowsky, Michael C.
Infusing Cultural Diversity into the Community College Macroeconomics Principles Course: Some Suggested Essays and Group Work Exercises for Students.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Colleges; Cultural Awareness; *Economic Change; Economics Education; Instructional Improvement; Learning Strategies; *Macroeconomics; Student Development; Teacher Attitudes; *Teacher Developed Materials; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Glendale Community College AZ

This brief handbook provides a set of exercises that instructors can use if they decide to incorporate cultural diversity topics into a macroeconomics principles course. It is hoped that this guidebook will: (1) help instructors grapple with any curriculum changes in macroeconomics that require a cultural diversity segment; and (2) sensitize instructors to the role that culture plays in economic behavior. The exercises attempt to: (1) make students aware of the importance of culture and its impact on economic theory and policy; and (2) make students conscious of the fact that individual economic behavior can widely differ because of cultural influences that stem from race, ethnic, religious, age, and gender origins. These 28 exercises each cover a topic that is normally found in a macroeconomics principles course, such as exchange systems, gross domestic product, and monetary and fiscal policy. In most cases, some background material is provided for each subject, along with group exercises and essays that can be used to stimulate discussion or to be used as part of assignments or exams. Some sample evaluation instruments are also enclosed along with the syllabus used for the course and a bibliography is included that focuses on economic anthropology and economic sociology reference works. (VWC)

ED 435 424 JC 990 674

Winter, Paul A.; Harris, Michael R.
A Field Study of Completer and Non-Completer Community College Reverse Transfer Students.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Miami, FL, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Education Work Relationship; *Nontraditional Students; Outcomes of Education; Student Attitudes; Student Characteristics; *Student Educational Objectives; *Student Surveys; Two Year College Students
IDENTIFIERS- *Kentucky; *Reverse Transfer Students

The purpose of this study was to develop a descriptive profile of completer and non-completer reverse transfer students in Kentucky. Three major questions were investigated: (1) What are the characteristics of reverse transfer students? (2) What are the reasons and goals that motivate reverse transfers to enroll

ED 435 442 PS 027 891

Campbell, Ruth; Britton, Bruce
Re-righting Communities: A Sourcebook for Strengthening Children and Young People's Rights.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Child Advocacy; Child Welfare; Childhood Needs; *Children; *Childrens Rights; Civil Liberties; *Civil Rights; *Community Involvement; *Community Programs; Community Role; Foreign Countries
IDENTIFIERS- *United Nations Convention on Rights of the Child

This sourcebook has been written to help workers and activists consider how they can introduce the idea of children's rights into their work of supporting and developing community groups. The sourcebook focuses on: (1) practical ways of introducing children's rights using exercises; (2) case studies of how some projects and organizations have achieved this; (3) ideas for work in communities; and (4) a guide to other resources. Included are practical exercises, handouts, and a wealth of other tools including a comprehensive reading list on children's rights. The sourcebook contains five major sections which address the following issues: (1) why children's rights are important; (2) the United Nations Convention on the Rights of the Child; (3) making a reality of children's rights; (4) protecting children, providing for children, and enabling children to participate; and (5) planning, taking action and reviewing progress--using rights to build an evaluation framework. Three appendices contain the Articles of the UN Convention, a list of relevant organizations, and where to find more support, information, and resources. (SD)

ED 435 443 PS 027 900

Report of the Task Force to Study Strategies to Support Parents as Children's First Teachers. Revised.
PUB DATE- 98
NOTE- 63p.; "Recommendations To Implement the Report of the Task Force To Study Strategies to Support Parents as Children's First Teachers" is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Caregivers; Child Rearing; Community Programs; Community Services; Home Visits; Intervention; Parent Education; *Parent Student Relationship; *Parents; *Parents as Teachers; *Preschool Children; Preschool Education; Prevention; *State Programs
IDENTIFIERS- Family Support; Maine

The state of Maine has made a commitment to expand current programs for families with young children to ensure that the state is doing all that it can to help children reach their highest potential. This document is comprised of the June 1998 report of a Maine task force to study strategies to support parents as children's first teachers and the January 1999 progress report. The task force identified three keys to achieving the mission that all Maine children reach their provide materials lists, and delineate additional resources. (KB)

ED 435 461 PS 028 025

Schulman, Karen; Blank, Helen; Ewen, Danielle
Seeds of Success: State Prekindergarten Initiatives, 1998-1999.
PUB DATE- 99
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Needs; *Early Intervention; *Educational Quality; Evaluation Criteria; Preschool Education; Program Evaluation; Public Policy; Standards; *State Programs
IDENTIFIERS- Program Characteristics

Many states have initiated prekindergarten programs to better prepare young children to enter school. A "blueprint for quality" was used as the basis for evaluating state prekindergarten initiatives; the blueprint focused on four components: (1) ensuring the availability of prekindergarten; (2) ensuring high quality prekindergarten; (3) ensuring accessibility of prekindergarten programs; and (4) integrating prekindergarten initiatives with other early childhood programs. The findings indicated that although 42 states now invest in state prekindergarten initiatives, funding in most states is not adequate to meet the need for high quality programs. The majority of states allow participation by a broad range of providers. However, eight states restrict programs to public schools. Most states limit eligibility to children who are low-income or to four year olds. Most states have adopted quality standards addressing some essential quality components. Nevertheless, many state standards do not address the full range of childhood and family needs. States also vary in the degree to which they promote quality through various means. State prekindergarten initiatives are generally structured to provide part-day/part-year programs. A few states either fund and require full-day/full-year services for some families or coordinate resources to provide such programs. Additional barriers remain in a number of states, including transportation and language barriers. In many states, collaborative efforts enable state initiatives to be coordinated with the federal Head Start and child care programs and others. Based on the findings, it was concluded that although states have made significant progress toward the goal of enabling all children to enter school ready to learn, there is still much work to be done. (Evaluation findings and individual state summary pages are appended. Contains 104 references.) (KB)

ED 435 462 PS 028 026

Casper, Virginia; Schultz, Steven B.
Gay Parents/Straight Schools: Building Communication and Trust.
PUB DATE- 99
NOTE- 227p.; Foreword by Louise Derman-Sparks. Based on a collaborative study by Virginia Casper, Steven B. Schultz, and Elaine Wickens.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Early Childhood Education; Ethnography; Family School Relationship; Family (Sociological

Mentors Love Mentoring" (Jan-Feb); (2) "Learning through Play" (Mar-Apr); (3) "On Saying 'I Don't Know'" (May-Jun); (4) "Learning Surprises" (Jul-Aug); (5) "The Art of Listening" (Sep-Oct); and (6) "Parents' Values" (Nov-Dec). (KB)

ED 435 480 PS 028 066

Chen, Fu-mei; Luster, Tom
Chinese Parenting Reconsideration: Parenting Practices in Taiwan.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Foreign Countries; *Mothers; *Parent Attitudes; *Parent Child Relationship; Parents; *Preschool Children; Preschool Education
IDENTIFIERS- Authoritative Parenting; *Parenting Styles; Taiwan

This study examined authoritative and authoritarian parenting and specific parenting practices among Chinese mothers with preschoolers. The final sample consisted of 463 mothers with their 3 to 7 year-olds from 11 preschools, in Taiwan. Mothers completed a Chinese translation of the Parenting Behavior Questionnaire that assessed their parenting practices. Findings indicated that the subscales of the Authoritative scale were positively related to each other. Subscales of the Authoritarian scale were also positively related to each other. The Authoritarian and Authoritative total scores were negatively related to each other. The majority of the mothers (over 65 percent) could be classified as authoritative. None of the mothers in this sample were classified as authoritarian. Four parenting patterns were identified for the sample: (1) high authoritative, low authoritarian (65 percent of mothers); (2) high authoritative, medium authoritarian (12 percent); (3) medium authoritative, low authoritarian (15 percent); and (4) medium authoritative, medium authoritarian (7 percent). Contrary to the impression from many previous cross-cultural studies presenting Chinese parents as controlling and authoritarian, the findings of this study showed that the authoritative pattern was predominant among participants. (Contains 22 references.) (KB)

ED 435 481 PS 028 067

Specht, Jacqueline; Wood, Eileen; Willoughby, Teena
Computer Training for Early Childhood Educators.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Anxiety; *Computer Attitudes; *Computer Literacy; *Computer Uses in Education; Early Childhood Education; *Educational Technology; Foreign Countries; *Information Needs; Information Sources; Knowledge Base for

Programs; Clearinghouses; Education Work Relationship; *Educational Opportunities; *Educational Practices; *Educational Technology; *Educational Trends; English (Second Language); Enrollment; Family Literacy; Federal Programs; Federal State Relationship; Financial Support; Grants; High School Equivalency Programs; Information Sources; Instructional Materials; Intergenerational Programs; Limited English Speaking; *Literacy Education; Nonprofit Organizations; Older Adults; Participation; Resource Materials; Secondary Education; Trend Analysis; Workplace Literacy
IDENTIFIERS- General Educational Development Tests

These eight fact sheets, which are intended for teachers, administrators, and others interested in adult basic education and adult literacy, cover a wide range of topics related to adult learning and literacy. This document contains revised versions of fact sheets 0, 3, 6, 7, 12, 14, 16, and 18. The following are among the topics discussed on the individual fact sheets: "The Federal Adult Education and Literacy Program" (basic grants to states, national program); "Adult Education for Limited English-Proficient Adults" (clients served, rationale for English literacy programs, types of instruction offered, ways students are assessed, recent developments and trends, available resource materials); "The Division of Adult Education and Literacy Clearinghouse" (purpose, sponsor, services, publications, newsletter, research update, dissemination activities, access, facts line); "Literacy Education for Older Adults" (funding and eligibility, participation, states' involvement, resources); "Adult Secondary Education" (Adult Secondary Education Program, the General Educational Development diploma, National External Diploma Program, Carnegie Unit Programs); "Family Literacy" (program characteristics, participation, rationale for parent involvement, available resources); "Workplace Education" (characteristics, participation, rationale, program development, demonstration models, available resources); and "Instructional Technology" (definition, value in adult education and adult literacy programs, resources for practitioners interested in using technology in adult education). Several of the fact sheets include lists of additional sources of information. (MN)

ED 434 991 CE 079 177

Learning Gender Justice through Women's Discourses. Report of Theme IV. Proceedings of the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 100p.; For Theme 5 of the Conference, see CE 077 214.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Education; Adult Learning; Adult Literacy; Battered Women; Educationally Disadvantaged; *Empowerment; *Equal Opportunities (Jobs); Foreign Countries; Leadership Training; Learning Strategies; *Literacy Education; Nontraditional Occupations; Nontraditional Students; Outcomes of Education; *Sex Fairness; Violence; *Womens Education

This publication documents the presentations, papers, and discussions of two workshops. On theme 4, "Adult Learning, Gender Equality and Equity and the Empowerment of Women," of the Fifth International Conference on Adult Education: "Women's Education: The Contending Discourses and Possibilities for Change" and "Raising Gender Issues in Different Educational discusses the following reasons for the imbalance in South Asia: (1) little attention is paid to implementing reforms; and (2) tensions between the allocation of a special status to gender issues and the integration of these issues into adult education. The following reasons are cited for Africa: (1) literacy programs are not linked to women's and girls' multiple roles outside the educational field; (2) insufficient attention is given to social and cultural barriers; (3) poor curricula; (4) inadequate textbooks; (5) ill-trained teachers; and (6) badly managed programs. Section 2 stresses the need for strong advocacy for the girls' and women's education movement. Section 3 focuses on adult education in nonformal settings and uses the Women's Institute in Chile as an example of an organization in which adult learning deals with women's issues in an interdependent and interdisciplinary way. Section 4 emphasizes that adult education should recognize the experiences of women at the local level, taking into account the forces of globalization that are creating more competitive relations among people, groups, nations, and regions. Section 5 discusses the importance of subjectivity in adult learning. (YLB)

ED 435 009 CE 079 195

Work-Related Adult Learning in a Changing World. Adult Learning and the Changing World of Work. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 20p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Literacy; Community Education; *Continuing Education; Delivery Systems; *Educational Change; Educational Needs; Educational Opportunities; *Equal Education; Foreign Countries; *Human Capital; *Informal Education; Labor Force Development; Literacy Education; Partnerships in Education; Womens Education; *Workplace Literacy

This booklet reflects on how, in this period of change and transition, work-related adult learning should respect the unity of human beings as citizens, individuals, and workers. Section 1 deals with the most significant changes taking place in the world of work, including globalization; technological innovations; changing employment patterns; and the changing organization of work. Section 2 discusses work-related adult learning and considers investment in adult learning of workers as essential for competitiveness and growth and considers adult learning as an important commodity that is capable of making a profit. Section 3 addresses how a system of adult learning linked to the informal sector would sustain its development Section 4 focuses on the following three issues at stake in diversification and reform of national training systems: (1) devising flexible and continuous adult learning and training systems to meet the learning requirements of the entire labor market and all active populations; (2) mobilizing greater investment by building partnerships; and (3) ensuring equitable access to adult continuing education. (YLB)

ED 435 010 CE 079 196

Adult Environmental Education: Awareness and Environmental Action. Adult Learning in the Context of Environment, Health information on jobs and careers. (An appendix contains three tables of statistics: national shifts in employment in various occupations in Australia; numbers of persons employed in various categories in the finance and insurance industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 030 CE 079 283

Dumbrell, Tom
Health and Community Services. Industry Training Monograph No. 15.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 37p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Community Services; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; Employment Projections; *Employment Qualifications; Foreign Countries; Graduate Surveys; *Health Occupations; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); *Vocational Education
IDENTIFIERS- *Australia

In Australia, the health and community services industry is the nation's fourth largest, and employment has grown by 39% since 1987, almost twice as much as the labor force as a whole. The industry is the most female dominated in Australia (77%) and the second-largest source of jobs for women. Thirty-eight percent of jobs in the sector are part time. The industry is below average in employer spending on training. A high proportion of workers have university or higher vocational qualifications (49%). Employers surveyed were moderately satisfied with vocational education and training (VET) graduates; their highest priority for improvement was in work ethic. This industry was the single largest destination for VET graduates in 1997, and 61.5% of graduates rated their training highly relevant. In contrast to employers, graduates gave high ratings to teachers' knowledge. (An appendix contains three tables of statistics: national shifts in employment in various industries in Australia; numbers of persons employed in various occupations in the health and community services industry from 1987-1996; and educational attainment of persons in occupations within the industry.) (KC)

ED 435 031 CE 079 284

Dumbrell, Tom
Manufacturing. Industry Training Monograph No. 3.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 46p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Graduate Surveys; *Job

NOTE- 56p.; For another Groundhog Job Shadow Day guide, see CE 079 416.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; Career Development; *Career Education; Career Exploration; *Classroom Techniques; *Education Work Relationship; Elementary Secondary Education; Guidelines; Job Search Methods; Learning Activities; Occupational Information; *School Business Relationship; Vocational Education
IDENTIFIERS- *Job Shadowing

This guide, created for Groundhog Job Shadow Day (GJSD), held on February 2, 1999, provides structured activities for both the classroom and the job site to help students understand the importance and the relevance of their education and see firsthand the range of knowledge, skills, and teamwork that the workplace demands. In addition, the activities will help students gather information that may assist them in making decisions about pursuing a career that interests them. The following materials are included in the six sections of the guide: (1) guidelines for having a successful GJSD; (2) frequently asked questions about GJSD; (3) understanding the roles of job shadow participants; (4) advance preparation for GJSD--activities and materials; (5) onsite activities and materials; and (6) post-GJSD activities and materials. (KC)

ED 435 049 CG 029 454

Myers, Jane E.; Gibson, Donna M.
Technology Competence of Counselor Educators.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Competence; *Computers; Counselor Educators; Counselor Role; *Counselor Training; Educational Practices; *Educational Technology; Higher Education; Measures (Individuals); Occupational Surveys; Performance Based Assessment; Research and Development; *Technology Education; Theory Practice Relationship
IDENTIFIERS- *Association for Counselor Educ and Supervision

Discussions about the importance of technology have permeated every area of the counseling field. How prepared are counselors for changes in technology? How competent are counselors in the use of technology? Who will provide the training? This study attempts to address some of these issues. It is designed to assess how competent counselors are in the technology skills they will require their students to possess. A survey based on The Technology Interest Network of the Association for Counselor Education and Supervision (ACES) set of 12 competencies that counselors should have upon graduation was published in the Spring 1999 issue of "Spectrum." Because persons other than counselor educators responded, the results may have limited generalizability to the membership of ACES. Survey results indicate that counselor educators and counseling students lack a uniformly high level of technology competence. Given the likely possibility that primarily "technology-interested" individuals completed the survey, the results probably overestimate the actual levels of technology competence among counselor educators and students. As the impetus for advanced technology continues, it will be important

This paper suggests that all life is polar because polarity is the underlying context of life. The idea of polarity is based on two halves that originally belonged together to form a whole. These two halves are constantly trying to come together to regain their wholeness. The philosophical view of crisis presented in this paper is that the opposite of crisis is called mental development (development of consciousness). When an individual has been successful in dealing with a crisis, he/she has gone through a process of mental development or has simply learned something that would not have been learned without the crisis. It is impossible to understand the message of a crisis unless a person is involved in one. To be in the middle of a crisis means to be learning something extraordinary. One must move mentally if one wants to move out of the crisis. From this point of view crisis is one half, and mental development, the other half. This concept is applied to the pedagogy of crisis counseling. Several case examples are discussed, and the work of Viktor Frankl, the initiator of Logotherapy, is also mentioned in relation to crisis counseling. A short discussion of dimensionality, the feeling of being caught in a dead-in with no way out is provided. The paper concludes by reminding readers to become sensitive to what life wants us to do by sending a crisis. (MKA)

ED 435 070 CG 029 535

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1998. Volume I: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 573p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; *Attitude Measures; *Drug Use; Grade 8; High School Seniors; Illegal Drug Use; Influences; *Longitudinal Studies; *National Surveys; Parent Student Relationship; Peer Acceptance; Peer Groups; Peer Influence; Rehabilitation; Research and Development; Secondary Education; Self Destructive Behavior; Social Environment; Student Attitudes; *Student Behavior; Student Problems; Student School Relationship; Substance Abuse; Tables (Data); Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Department of Health and Human Services

This two-volume monograph reports the results of the 24th national survey of drug use and related attitudes and beliefs among American high school seniors, the nineteenth such survey of American college students, and the eighth such survey of eighth- and tenth-grade students. The major purpose of this publication is to develop an accurate picture of current drug use and trends. Given the illicit and illegal nature of most of the phenomena under study and the absence of prevalence data, substantial misconceptions can develop and resources may be misallocated. Throughout this report, the focus in on drug use at the higher frequency levels rather than simply on who has used various drugs. A summary of the findings on trends includes: over more than a decade--from the late 1970s to the early 1990s--these were very appreciable declines in use of a number of illicit drugs among twelfth-grade students, and even larger declines in their use among American college students and young adults. These substantial improvements--which seem

Ediger, Marlow
Goals of Reading Instruction.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; Educational Philosophy; Elementary Education; *Multiple Intelligences; *Reading Instruction; *Reading Teachers; *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- Gardner (Howard)

The reading teacher needs to choose students' reading goals carefully. This paper considers some of these possible goals, and states that, in the reading curriculum, the teacher needs to guide pupils to move upward on the cognitive level of objectives. The paper also states that pupils need to achieve well in the affective dimension of objectives, which involve the feeling and emotional aspects of learning. It suggests 10 ways that the teacher can help pupils develop positive attitudes toward the reading curriculum, including: having pupils listen to stories read by the teacher and discuss the subject matter; having a pupil select a library book to read for enjoyment; and allowing pupils in a committee to dramatize content read from a reading selection. The paper also discusses Howard Gardner's theory of multiple intelligences and how it can be used in reading instruction. Finally, the paper discusses various philosophies of education which can be tied to reading instruction, including idealism, realism, experimentalism, existentialism, perennialism, and the "Big Book" philosophy. The paper concludes that pupils need to experience a match between their own preferences and learning styles with a specific plan of reading instruction. (NKA)

ED 435 089 CS 013 728

Denton, David R.
Reading Reform in the SREB States: Early Assessment.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Early Intervention; Evaluation Methods; Primary Education; *Reading Achievement; *Reading Skills; State Standards; *Student Evaluation
IDENTIFIERS- *Meaningful Measurement; *Southern Regional Education Board

The period from kindergarten through second grade is a critical time for developing basic reading skills. This report focuses primarily on assessment of reading in early elementary school. The report discusses what is known about making assessment meaningful and describes what the Southern Regional Education Board (SREB) states are doing about assessment. The following SREB states' practices are outlined: Alabama, Arkansas, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia. Other SREB states mentioned in the report are: Delaware, Florida, Kentucky, Maryland, Oklahoma, Tennessee, and West Virginia. The following key points are discussed in the report: (1) assessment should not be delayed past the middle of first grade; (2) assessment

The model has been refined and successfully utilized in one school district for 20 years, and its use was credited with bringing control and decision-making closer to the child and classroom, thus making the individual schools within the district more responsive to the children's and the community's needs. The report offers suggestions for practitioners and policymakers who might be considering the reallocation of power and resources to the local schools. It explores the history of central-office budgetary control in the district and outlines how the reallocation of authority required the development of trust within the district. The reorganization also established decision-making parameters, allowed sufficient time for the school community to implement the plan, instituted an on-going staff-development program, provided technical support, and maintained accountability. The paper makes some suggestions for establishing a decentralization model, which include: plan carefully, expect resistance, be prepared to deal with negative staff members, establish clear lines of communication with administrators, and establish realistic expectations. (Contains 11 references.) (RJM)

ED 435 109 EA 030 009

Schoolwide Programs: Preparing for School Reform. A Planning and Development Handbook.
PUB DATE- 98
NOTE- 245p.; Resources section is missing.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Comprehensive Programs; Educational Assessment; *Educational Change; Educational Planning; Elementary Secondary Education; Organizational Change
IDENTIFIERS- *Colorado

This handbook was designed to support Colorado schools as they make the transition from a traditional school structure to that of a comprehensive schoolwide program. It contains practical information, activities, and suggestions to assist with the development of the individual components that comprise the schoolwide planning process. The guide features 9 components considered to be essential for the successful planning and implementation of the schoolwide program: (1) change and leadership, which outlines the change process and identifies components of successful change models; (2) preparation, which provides information to develop an organizational framework; (3) schoolwide focus, which highlights the steps involved to engage the entire school community; (4) internal analysis, which addresses the importance of comprehensive data; (5) desired results and measurable goals, which uses the findings of the internal analysis to identify school strengths and needs; (6) action strategies, which assist in the identification and development of research-based instructional or organizational strategies; (7) professional development and its importance in the process; (8) evaluation, which discusses the development of accountability systems; and (9) the schoolwide plan, which pulls everything together. Although the components are presented sequentially, the schoolwide planning process should not be viewed as linear in implementation. An appendix features information on schoolwide fiscal guidance and other important issues. (Contains 12 resources.) (RJM)

Program Descriptions; Program Evaluation
This document outlines the Western Assessment Collaborative's (WAC) approach to evaluation and the design for examining the progress and impact of Kyosei (spirit of cooperation), a multiyear partnership with 10 schools and 4 districts that engages participants in a set of integrated, research-based professional development strategies. The text describes the WAC and its work with a number of partner schools, districts, and professional development or school-reform networks. It explores the valuative tools used for Kyosei and other WAC activities and the goal to improve the work, assess outcomes and impacts, and generate and share knowledge. The paper outlines the evaluation design and explores how Kyosei provides the capacity for authentic accountability. The document then addresses four questions about Accountability Dialogues: (1) What are the characteristics of effective Accountability Dialogues? (2) Does participation in, and the implementation of, Accountability Dialogues result in authentic accountability and improved student performance? (3) What strategies are most effective to assist schools and districts in conducting Accountability Dialogues? and (4) How does one "scale up" the preparation of schools and districts to become authentically accountable? Some of the evaluation procedures are briefly described. The booklet includes two attachments that further explain accountability systems. (RJM)

ED 435 130 EA 030 114

Izu, JoAnn
Creating Working Partnerships: How Can School Districts and Charter Schools Work Together Effectively? Knowledgebrief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 15p.; "With the editorial assistance of David Ruenzel."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Charter Schools; *Educational Cooperation; *Educational Policy; Elementary Secondary Education; Nontraditional Education; Policy Analysis; School Administration; School Choice; *School Districts
IDENTIFIERS- Los Angeles Unified School District CA
Drawing on the Los Angeles Unified School District's experiences with charter schools, this brief highlights the difficulties in balancing the twin needs of charter-school autonomy and accountability, and their implications for the way in which charter schools and districts can work together. It identifies key challenges in district-school relationships and outlines some ways in which districts and charters can work with each other more effectively. It is hoped that the examples provided by a large urban district have relevance for other developing charter schools and the districts that sponsor them. The text discusses the parameters of the district/charter-school relationship, detailing the types of charter schools that various states allow. The document describes the challenges in the district-school relationship, such as finding the balance between autonomy and accountability and administering, supporting, and communicating with charter schools. It explains how districts can work better with charter schools and how they can plan for the different needs of conversions and start-ups,

DESCRIPTORS- Academic Records; Career Planning; Civil Rights; *Disabilities; Disability Identification; Due Process; Early Intervention; Education Work Relationship; *Educational Diagnosis; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Hearings; Hispanic Americans; *Individualized Education Programs; Parent Participation; *Parent Rights; Parent Role; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Referral; Spanish Speaking; *Special Education; Student Evaluation; Student Placement; Student Rights; Vocational Education

IDENTIFIERS- *Individuals with Disabilities Education Act

Designed to assist Spanish-speaking parents and teachers in understanding special education procedures, this book describes the process for obtaining school services for children with disabilities. An introduction reviews six major provisions of the Individuals with Disabilities Education Act (IDEA) that relate to children's rights to a free, appropriate public education and parent involvement in decision-making. The following chapters address: (1) the special education planning cycle and key people in the process; (2) ways for parents to develop and provide critical information to professionals working with their child; (3) referral and evaluation; (4) school records and reports; (5) eligibility decisions; (6) Individualized Education Programs (IEPs); (7) IEP meetings; (8) early intervention; (9) transition from school; (10) due process procedures, with examples of conflicts resolved in due process hearings provided; (11) nondiscrimination protection; and (12) monitoring the services provided and checkpoints for progress. Most chapters include blank forms and exercises for parents. A glossary provides definitions of special education terms. Appendices include a list of regional parent training and information programs, special education state offices, national organizations serving persons with disabilities, and publications relating to special education and a variety of disability issues. (CR)

ED 435 150 EC 307 482

West, Lynda L.; Corbey, Stephanie; Boyer-Stephens, Arden; Jones, Bonnie; Miller, Robert J.; Sarkees-Wircenski, Mickey

Integrating Transition Planning into the IEP Process. Second Edition.

PUB DATE- 99

NOTE- 71p.; For first edition, see ED 350 769.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Advocacy; Curriculum; *Disabilities; *Education Work Relationship; Educational Legislation; *Educational Planning; Federal Legislation; High Schools; Higher Education; *Individualized Education Programs; *Integrated Activities; Needs Assessment; Program Development; Program Evaluation; Pupil Personnel Services; Self Advocacy; Student Evaluation; Student Needs; Student Personnel Services; Student Responsibility; Student Rights; *Transitional Programs

IDENTIFIERS- *Individualized Transition Plans

The purpose of this guide is to assist those involved in the transition planning process to help students with disabilities achieve a smooth transition from school to adult life. The guide addresses topics that deal with the preparation of

Research

A study investigated the involvement strategies present in the textual conversations of four graduate students enrolled in a fully online graduate course in language education. The students interacted through an asynchronous interactive computer conferencing system that allowed communication from two continents. Two 2-week ongoing discussions were analyzed, including one on historical and theoretical perspectives on language for specific purposes and on technology in the language classroom. The three interpersonal involvement strategies examined in the computer-meditated communications were imagery, repetition, and dialogue. Each incidence in a category was analyzed by function, and its structural and interactive characteristics were measured against one theory. Distribution in the conversations by participant and over time was noted as well. Results indicate that, from the beginning of their online textual interactions, the students used personal involvement strategies develop a social context of rapport and intimacy that facilitated their ability to convey to academic meanings. This suggests that they worked cooperatively to create a learning, supportive community and to facilitate the joint negotiation of academic meaning. (Contains 22 references.) (MSE)

ED 435 170 FL 026 020

Tice, Bradley Scott
Interlanguage Variation: A Point Missed?
PUB DATE- 97
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Contrastive Linguistics; *English (Second Language); *Error Patterns; *Interference (Language); *Interlanguage; Language Research; *Language Styles; Linguistic Theory; *Phonology; Second Languages

A study investigated patterns in phonological errors occurring in the speaker's second language in both formal and informal speaking situations. Subjects were three adult learners of English as a second language, including a native Spanish-speaker and two Asians. Their speech was recorded during diagnostic testing (formal speech) and in everyday contexts (informal speech) and analyzed for phonemic interference from the first language using principles of both contrastive analysis theory and error analysis theory. Results support the use of contrastive analysis for this purpose, showing variability in error patterns linked to first language. Further research with a larger sample and a wider variety of first languages is recommended. Contains 31 references. (MSE)

ED 435 171 FL 026 023

Diaz, Carol
Authentic Assessment: Strategies for Maximizing Performance in the Dual-Language Classroom.
PUB DATE- 99
NOTE- 75p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; High

Basci, Pelin
Beyond Classroom Achievement: Standardized Turkish Tests.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Language Tests; Professional Associations; Program Descriptions; Rating Scales; Scoring; *Standardized Tests; *Test Construction; Test Use; *Turkish; Uncommonly Taught Languages

The goals, concerns, and issues addressed by a committee of the American Association of Teachers of Turkic Languages (AATT) in the process of developing a standardized Turkish language proficiency test at the college level are examined. The testing committee aimed at incorporating recent scholarship on second language acquisition, teaching methods, and assessment into development of a test for intermediate and advanced proficiency levels. Scoring was designed to indicate both a competitive (rating) score and a proficiency level, to meet both diagnostic and placement needs. The test incorporates visual and authentic materials. Considerations in test administration and in test reliability and validity are discussed briefly. (MSE)

ED 435 193 FL 026 047

El-Koumy, Abdel Salam A.
Effects of Three Semantic Mapping Strategies on EFL Students' Reading Comprehension.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Cognitive Mapping; College Freshmen; College Instruction; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Reading Comprehension; *Second Language Instruction; *Semantics; Teacher Student Relationship
IDENTIFIERS- Egypt; *Semantic Mapping

A study compared the effectiveness of three classroom methods for teaching semantic mapping to college-level learners of English as a foreign language (EFL). Subjects were 187 freshmen at an Egyptian university, randomly assigned to three treatment groups: teacher-initiated semantic mapping; student-mediated semantic mapping; and teacher-student interactive semantic mapping. Treatment was administered over 5 months in one session per week. Subjects were pre- and posttested in reading comprehension. While the pretest indicated no significant differences in the groups, posttest results revealed students in the teacher-student interactive semantic mapping group scored significantly higher than the other two groups, which had similar results. Contains 61 references. (MSE)

ED 435 194 FL 026 048

Abdul-Fattah, Hussein S.
Metalinguistic Knowledge and Formal-Functional Proficiency in English: The Case of Basic Education Stage Learners in Jordan.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English

ED 435 214 HE 032 432

Howe, Richard D.
Salary-Trend Study of Faculty in Biology, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 13,494 college faculty in the field of general biology for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in biology for public institutions was 2.2 percent higher than the average salary for faculty in all major fields in 1995-1996 and 1.4 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in biology for private institutions was 1.6 percent lower than the average salary for faculty in all major fields in 1995-1996 and 6.5 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period biology, faculty in public institutions received average annual salary increases 0.2 percent below the cost of living, while biology faculty in private institutions received average annual salary increases of 0.2 percent above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 215 HE 032 433

Howe, Richard D.
Salary-Trend Study of Faculty in Business Administration and Management for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 9,845 college faculty in the field of business administration and management for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in business administration/management in public institutions was 16.3 percent higher than the average salary for faculty in all major fields in 1995-1996 and 20.9 percent higher than the average

Howe, Richard D.
Salary-Trend Study of Faculty in Geological and Related Studies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Geology; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 2,535 college faculty in the field of geological and related studies for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in the field of geological and related studies for public institutions was 4.8 percent higher than the average salary for faculty in all major fields in 1995-1996 and 4.0 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 18.3 percent higher than the average salary for faculty in all major fields in 1995-1996 and 15.9 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 0.8 percent and 1.2 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 237 HE 032 455

Howe, Richard D.
Salary-Trend Study of Faculty in History, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *History; *History Instruction; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 9,401 college faculty in the field of general history for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in history for public institutions was 0.9 percent lower than the average salary for faculty in all major fields in 1995-1996 and 2.0 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 1.9 percent higher than the average salary for faculty in all major fields in 1995-1996 and 1.8 percent lower

Consumer Price Index. It notes that in 1995-96 average social work faculty salaries in public and private institutions were, respectively, 8.2 percent and 15.6 percent below the average for all ranks in all major fields. In 1998-99, these averages were, respectively, 10.5 percent and 18.0 percent below the average for all ranks and disciplines. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 257 HE 032 475

Howe, Richard D.
Salary-Trend Study of Faculty in Sociology for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1998-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Sociology; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 5,785 sociology faculty, is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average sociology faculty salaries in public and private institutions were, respectively, 4.2 percent and 3.0 percent below the average for all ranks in all major fields. In 1998-99, these averages were, respectively, 3.5 percent and 4.8 percent lower than the averages for all major fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 258 HE 032 476

Howe, Richard D.
Salary-Trend Study of Faculty in Special Education for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1998-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Special Education; Special Education; *Special Education Teachers; Statistical Data; *Teacher Salaries; Trend Analysis

IDENTIFIERS- *University of Wisconsin System

This study highlights the percentage of all new 1998 University of Wisconsin (UW) freshmen who were Wisconsin residents (82 percent); the percentage who were women (56 percent); the percentage of students of color (8 percent); the percentage who were "conventional" admits (95 percent); the percentage who scored above the national American College Testing (ACT) composite score of 21 (63 percent); and the percentage who were in the top quartile of their high school classes (47 percent). Fourteen tables present current and trend data by institution and systemwide for new freshman headcount, resident status, gender, race/ethnicity, age group, admission category, ACT composite score, and high school rank. Two appended tables offer systemwide 1972-1998 data on new freshmen headcount enrollment by institution and new freshmen average high school percentile rank by institution. (CH)

ED 435 279 HE 032 497

Trends in Enrollment: Fall 1998 Update. The University of Wisconsin System Informational Memorandum.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment Trends; Graduate Students; Higher Education; *State Universities; Statistical Data; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *University of Wisconsin System

Highlights of this summary of trends in enrollment within the University of Wisconsin (UW) system include: fall 1998 full-time equivalent (FTE) enrollment (128,371) was up 2.4 percent from fall 1997; fall 1998 headcount enrollment (152,926) was up 1.6 percent from fall 1997; and the UW system achieved its fall 1998 FTE enrollment target. Seven tables provide historical profile data by individual institution from fall 1988 to fall 1999 on: (1) FTE enrollment; (2) headcount enrollment; (3) undergraduate FTE enrollment; (4) undergraduate headcount enrollment; (5) graduate/professional FTE enrollment; (6) graduate/professional headcount enrollment; and (7) percent deviation from FTE targets. The final table compares UW system actual and target enrollment by institution for fall 1998. (DB)

ED 435 280 HE 032 498

Student Financial Aid: 1997-98 Update. The University of Wisconsin System Informational Memorandum.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Debt (Financial); Graduate Students; Grants; Higher Education; Paying for College; *State Universities; Statistical Data; *Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *University of Wisconsin System

Highlights of this data on student financial aid in the University of Wisconsin (UW) system for 1997-98 include the following: 84 percent of student financial aid comes from federal sources; 56 percent of undergraduate students receive aid (up 2 percent from the previous year); 35 percent of graduate students receive aid (up 2 percent); 60 percent of and help, consistency and organization, and assessment and recordkeeping. The papers are: (1) "Face to Face in the Online Classroom: Keeping It Interpersonal and Human" (Ken White); (2) "Taming the Lions and Tigers and Bears: The WRITE WAY To Communicate Online" (Chad Lewis); (3) "Talking the Talk: Humor and Other Forms of Online Communication" (Arlene Hiss); (4) "The Story of One Learner: A Student's Perspective on Online Teaching" (Lorraine Priest); (5) "Reshaping Teaching and Learning: The Role of Liberal Arts in Online Education" (Bill Pepicello and Elizabeth Tice); (6) "The Elements of Effective Online Teaching: Overcoming the Barriers to Success" (Anita Bischoff); (7) "Managing Time: Developing Effective Online Organization" (Marilyn Simon); (8) "Cooking Up a Successful Class: Adapting Courses for the Online World" (Shelia Porter); (9) "Getting Ready: The Syllabus and Other Online Indispensables" (Marilyn Fullmer-Umari); (10) "Online Facilitation: Individual and Group Possibilities" (Patricia Addesso); (11) "Keeping It Fun and Relevant: Using Active Online Learning" (Al Badger); (12) "Dealing with Challenging Situations: Communicating through Online Conflict" (Ken White); (13) "One Day Left To Live: Teaching the Online Quantitative Course" (Jim Farrar); and (14) "Making Sense of It All: Giving and Getting Online Course Feedback" (Fred Schwartz and Ken White). An epilogue, by Bob Weight and Terri Bishop, is titled "The Human Promise." (Some papers contain references.) (DB)

ED 435 302 HE 032 520

Winter, Paul A.
Faculty Position Advertisements in Educational Administration:
  Analysis and a Theoretical Framework for Improving
  Administrative Practice.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the National
  Council of Professors of Educational Administration (51st,
  Vail, CO, August 10-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; College Administration; *College
  Faculty; Departments; *Educational Administration; *Faculty
  Recruitment; Higher Education

This study examined faculty recruitment advertisements placed by educational administration departments during one faculty recruitment cycle. The study reviewed 108 faculty recruitment advertisements placed by educational administration departments in "The Chronicle of Higher Education," using 22 criteria identified by the literature as effective recruitment advertising for the analytic framework. Results indicate that many departments lack competence in managing the recruitment task. The advertisements are critiqued in terms of advertisement management (46 percent advertised in February or later--after the midpoint in faculty recruitment season); headline content (34 advertisements were line advertisements which lacked a headline); applicant information requested (frequently not adequate for verifying and evaluating applicant qualifications); and job-related information (many institutions failed to include organizational information). The paper concludes that many educational administration departments announce faculty vacancies in an amateurish fashion that may not accomplish desired recruitment goals. (Contains 25 references.) (DB)

Kaplin, William A.; Lee, Barbara A.
The Law of Higher Education, 1997 Supplement. Third Edition.
PUB DATE- 98
NOTE- 389p.; For instructional supplement, see HE 032 543.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Accreditation (Institutions); Activism; Administrator Responsibility; Affirmative Action; Civil Rights; College Athletics; College Faculty; College Housing; College Students; *Compliance (Legal); Constitutional Law; Court Litigation; Decision Making; Discipline Policy; Equal Opportunities (Jobs); Federal Government; Federal Regulation; Governance; Grievance Procedures; Higher Education; *Legal Responsibility; Private Colleges; Professional Associations; Public Colleges; Religion; Research Administration; *Risk Management; School Community Relationship; *School Law; *School Responsibility; School Safety; State Government; Student Financial Aid; Student Organizations; Student Records; Student Rights
IDENTIFIERS- ecords; Student Rights

This 1997 supplement to "The Law of Higher Education: A Comprehensive Guide to Lead Implications of Administrative Decision Making, Third Edition" (1995) (ED 383 256), includes discussions of court opinions, statutes, regulations, and related developments, and cites selected law journal articles, books, and other resources concerning the legal aspects of college administration. An introductory chapter gives an overview of postsecondary education law, its scope and evolution, the nature of court litigation, the public-private dichotomy, and the role of religion in this dichotomy. Subsequent chapters address specific topics: trustees/administrators/staff (sources and scope of authority, institutional liability for others' acts, institutional management of liability risk); faculty (nondiscrimination in employment, affirmative action, personnel decisions, academic freedom); students (legal status, admissions, financial aid, support services, disciplinary/grievance systems, grades/credits/degrees, procedures for suspension/dismissal/other sanctions, student protest/demonstrations, student organizations, sororities/fraternities, student press, housing, athletics, records, campus security, free speech and computer networks); the community (general principles, zoning/land use regulation, local taxation, community access to institutional property); state government (state regulation and out-of-state institutions, other state regulation); federal government (constitutional powers, regulation of postsecondary education, taxation, aid-to-education programs, civil rights); educational associations (accrediting agencies, athletic associations and conferences); and business/industrial community (purchasing, selling/competition, research collaboration). (MSE)

ED 435 324 HE 032 543

Kaplin, William A.; Lee, Barbara A.
Cases, Problems, and Materials: An Instructional Supplement to "The Law of Higher Education." Third Edition.
PUB DATE- 95
NOTE- 430p.; For the third edition of "The Law of Higher

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Administration. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Chaos Theory; *College Administration; *Educational Research; *Higher Education; International Educational Exchange; Literature Reviews; Privatization; Research; School Business Relationship; School Restructuring; Technology; Total Quality Management

Several themes are prevalent in the literature on college administration. Motivating staff, planning, conflict management, ethics, power and influence, communication, strategy and decision making, vision, and financial issues are consistently discussed. However, common administrative processes such as planning, morale, and administrative climate are not mentioned. More recent themes include outsourcing, privatization, mergers, reengineering, collaboration, technology, and equity. Only a few applications of management or administrative theories to the administration of higher education institutions were noted in the literature for 1996: these included chaos theory, reengineering, and total quality management (TQM). Restructuring to meet administrative challenges is a major theme and is often discussed with TQM and reengineering. One way that campuses are restructuring is by privatizing or outsourcing certain functions. Collaborations with industries, alumni, and other institutions are also discussed. A major international concern is the issue of accountability, and higher education institutions worldwide are struggling to redefine how they contribute to national goals. Another major theme in the literature is concern about the growing number of legal mandates for equity. Another issue discussed is the way technology can address administrative problems. Overall much of the literature on college administration tends to be opinion pieces or unscientific case studies. (Contains 36 references.) (JM)

ED 435 343 HE 032 566

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Curriculum. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Diversity (Faculty); Diversity (Student); *Educational Research; *Higher Education; Instructional Innovation; Interdisciplinary Approach; International Studies; Literature Reviews; Multicultural Education
IDENTIFIERS- ERIC Clearinghouse on Higher Education

Literature on college curriculum has been declining since the

This guide is designed to help college athletic administrators obtain a basic and working knowledge of the Title IX Education Amendments of 1972 in order to ensure that athletics programs are in compliance with the law. Separate sections of the report cover: (1) Title IX basics, outlining the components of the amendment and offering examples of how to be in compliance, including Office of Civil Rights policy clarifications; (2) current case law, which provides an in-depth look at critical developments in case law, particularly during the last four years; (3) athletics certification, which summarizes the Division I certification program and principles related to gender issues; (4) promotional ideas gathered from members, and a sampling of conference promotions; (5) "emerging" sports, which provides basic information on those sports that increase participation opportunities for female student-athletes. Included here also is an explanation of relevant National Collegiate Athletic Association legislation regarding sport sponsorship; and (6) a list of nonprofit legal and women's organizations, coaches' associations, and national governing bodies, as well as a list of periodicals about women in education and athletics. (JM)

ED 435 363 HE 032 586

Buckley, Michael J.
The Catholic University as Promise and Project: Reflections in a Jesuit Idiom.
PUB DATE- 98
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Church Related Colleges; *Church Role; College Environment; *Educational Philosophy; Faculty College Relationship; Higher Education; Humanism; Institutional Mission; *Institutional Role; *Philosophy; Professional Autonomy; Religion; *Theological Education
IDENTIFIERS- Catholic Church; *Jesuits

This book discusses issues central to the character of the Catholic, Jesuit university. The initial chapters consider the Catholic university in general, with subsequent chapters narrowing to issues related to Jesuit institutions in particular and their two "signs of contradiction"-their commitment to open, free discussion and academic pluralism and their commitment to the promotion of justice. Later chapters focus on philosophy and theology, through which, the author believes, Jesuit (and Catholic) institutions can fulfill their promise. In the first part of the book, titled "Crisis, Choice, and the Catholic University," chapter titles are: "The Catholic University and the Promise Inherent in Its Identity," "The Church and Its Responsibility to Foster Knowledge," and "A Conversation with a Friend." The next two chapters, subsumed under the title "The Universities of the Society," are: "Ignatius' Understanding of the Jesuit University" and "Humanism and Jesuit Theology." Chapters in Part 3, "Contemporary Signs of Contradiction" are: "The Search for a New Humanism: The University and the Concern for Justice" and "The Catholic University as a Pluralistic Forum." Chapters in the final section, "Towards the Love of Wisdom" are: "Philosophic Grammar and Other Disciplines" and "Wisdom, Religion, and the Liberal Arts: Towards the Construction of Theology." (Contains approximately 350 references.) (CH)

IDENTIFIERS- ERIC Digests; *TRIO Programs
  Early intervention programs provide a significant opportunity for high risk students to secure the available resources, funding, educational background, and guidance to enter postsecondary education. Beginning as early as kindergarten and throughout high school, encouraging students to enter college and receive a baccalaureate degree gives high risk students the much needed support and extra attention they need. Many high risk students need this help to attend and graduate from college. Using early intervention strategies eliminates the boundaries between schools and colleges, discourages student dropout, and gives students hope to pursue entrance into college. Active participation by school counselors, teachers, school and college administrators, college student support staff, and faculty generates involvement between schools and colleges and also eases the transition from one institution to another. (JM)

ED 435 384   IR 057 531

Sprague, Carolyn Ann
Accessible Web Design. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer System Design; *Design Requirements; Designers; Information Sources; Information Technology; Internet; Legislation; Programming Languages; *World Wide Web
IDENTIFIERS- Americans with Disabilities Act 1990; Electronic Resources; ERIC Digests; Telecommunications Act 1996; *Web Site Design
  Despite the widespread availability of Web-based information resources, it is difficult for some people who rely on assistive technology to access and process these materials. Web designers can play an active role in facilitating access by formatting resources so that they are compatible with these technologies. This can be accomplished by following the accessibility guidelines outlined by the World Wide Web Consortium Web Accessibility Initiative. This ERIC Digest, written primarily for Web developers, information professionals, and others who are interested in Web accessibility, provides a brief overview of accessibility challenges and some basic Hypertext Markup Language version 4.0 (HTML 4.0) coding solutions for these challenges. Through brief descriptions of The Americans with Disabilities Act, The Assistive Technology Act, and the Telecommunications Act, it also provides an introduction to some of the legal requirements and considerations for Web accessibility. Listed at the end of the Digest are resources cited, including Web resources, ERIC and other citations, and electronic discussion groups. (AEF)

ED 435 385   IR 057 535

Wiers, Margery
Aspects of Technical Change within Applications of Library and Information Science via a Three-Perspective Focus on Faculty

research conducted thus far has primarily addressed the growing body of electronic journals and related issues of accessibility and retrieval. Preservation issues have also been discussed. What have not been examined are citations to documents available on the Internet that are increasingly being referenced in the research literature. How stable are electronic resources over time? What percentage of errors occurs in electronic references? What types of references (i.e., HTTP, FTP, Gopher, Listservs) are most stable over time? What types of errors exist in citations? Do the number of errors for a given type increase over time? In this study, all citations to electronic resources for 10 library and information science journals for 1994-98 were examined. The total number of retrieved citations was calculated by year and type. Errors were sorted by type and classified as major or minor. It was found that the average rate of stability of all electronic resources for the time period examined was 55.1%. (Contains 29 references and 12 tables.) (Author/MES)

ED 435 405   IR 057 555

Challener, Jacquelyn
Information-Seeking Behavior of Professors of Art History and Studio Art.
PUB DATE- 99
NOTE- 72p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Art History; *Art Teachers; Artists; Arts Centers; *College Faculty; Computer Uses in Education; Field Trips; Higher Education; *Information Seeking; *Information Sources; Interviews; Library Services; Museums; Questionnaires; Reading Materials; Studio Art; Teacher Surveys; *User Needs (Information); *Users (Information); Visual Aids

Eleven artists and sixteen art historians teaching in five liberal arts colleges and three universities were interviewed to discover their information needs and the resources they use, not only for their own work, but for teaching purposes. The participants almost all subscribe to art journals, and many read newspapers. They visit libraries frequently, usually more than one library, and, unlike previous reports, a majority are willing to ask the librarian for help. Also, in marked contrast to previous reports in the literature, a large percentage of both art historians and artists are using computers. All 27 use slides extensively in the classroom, supplemented in most cases by textbooks, but also by journal articles and other readings on reserve in the library. Some take students to visit museums and galleries locally, and a few take students to nearby cities or even Europe. Approximately 50% of both groups of participants use the computer for teaching purposes. Some recommendations are made for ways in which academic librarians might use the information gleaned in this study to better serve their arts faculty. A copy of the interview questionnaire is appended. (Contains 28 references.) (Author/MES)

ED 435 406   IR 057 556

Daugherty, Beth
A Study of the Utilization of Local History and Genealogy Collections in Public Libraries in Ohio.
PUB DATE- 99
NOTE- 84p.; Master's Research Paper, Kent State University.

at community colleges? and (3) How do completer and non-completer students differ? The 882 (63.5% response rate) participants in this survey were drawn from a random sample of 4,863 reverse transfer students at Kentucky's 14 community colleges. The sample consisted of 734 non-completers (no baccalaureate degree) and 148 completers (earned baccalaureate degree), with a total average age of 30.7. White students were more likely than African-Americans, and married students were more likely than single students, to have earned a baccalaureate degree. Compared with completers, non-completers were younger, had fewer dependent children, enrolled for and completed more credit hours, and earned lower GPAs. Over 31% of non-completers were enrolled in pre-transfer or general studies programs, compared with 4.8% of completers. Future degree aspirations were higher among non-completers. Completers were more interested in obtaining job training while non-completers were more interested in transfer and general academic skills. Overall, reverse transfers tend to have above-average academic achievement and aspirations. Implications for research and administrative practice are discussed. Contains 26 references and 5 tables. (RDG)

ED 435 425   JC 990 675

NVCC Student Media Survey. Research Report No. 2-98.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Mass Media Use; *Media Research; News Media; School Catalogs; Student Behavior; *Student Characteristics; *Student Recruitment; Student Surveys; Tables (Data); Telephone Surveys; Two Year College Students
IDENTIFIERS- *Northern Virginia Community College

In fall 1997 Northern Virginia Community College (NVCC) conducted a telephone survey of new students to collect information on the media sources utilized by the students in order to assess effective ways to market the college to prospective students. Students were asked questions about their exposure to print, television, radio and computer media. The Office of Institutional Research attempted to reach 380 students, and the survey yielded 158 responses. Major categories of questions included: (1) newspaper-reading characteristics; (2) magazine/periodical-reading characteristics; (3) television-watching characteristics; (4) radio-listening characteristics; (5) usage of the NVCC schedule of classes; (6) access to personal computers; and (7) Internet usage. The results of the survey are divided into gender, race and age group for each of these major categories. Major findings include: 69% regularly read a newspaper; The Washington Post was the most common newspaper read; 66% read magazines/periodicals regularly; 95% watched television regularly; 57% watched television less than 2 hours a day, while 16% watched more than 4 hours; the amount of television watched declined by age group; 87% regularly listened to the radio; 40% used the catalog to get information about NVCC; and 85% had access to a computer outside of NVCC. Appendices include a table of student demographics and interviewer questions. Contains 45 tables. (RDG)

ED 435 426   JC 990 676

highest potential through lifelong learning: (1) home visiting services for all new parents; (2) parenting education and support for parents as children's first teachers; and (3) community-based family support services, including quality and enriched child care. The 1998 report delineates characteristics of effective home visiting programs, recommends the development of a core curriculum for current and future parents and caregivers, and identifies ways to improve current community-based services in Maine. The report's six appendices include a list of task force members, a description of expected outcomes of enhanced services, and a description of the Born to Read pilot projects. The 1999 progress report, which is appended, presents information on progress toward a fiscal plan for expanding existing state-funded child and family support initiatives, developing the core curriculum, implementing an elementary and secondary education level course of study in parenting education, and extending the life of the task force. This report concludes with a proposed fiscal plan for providing statewide home visiting services, training for providers and parents, and use of the core curriculum. (KB)

ED 435 444 PS 027 927

Gurian, Michael
The Good Son: Shaping the Moral Development of Our Boys and Young Men. A Complete Parenting Plan.
PUB DATE- 99
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Child Rearing; Childhood Needs; *Children; Developmental Stages; Emotional Development; *Males; *Moral Development; Moral Values; *Parent Child Relationship; Parent Role; Values Education

Based on the assertion that current American culture neglects essential building blocks for males' character development, this book calls for a moral and ethical revival in the ways boys are raised. It is a parenting plan that seeks to protect and nurture male development from birth to adulthood. The book's first two chapters explore the complications to moral development brought about by male hormones, brain systems, and social acculturation; and how the culture neglects moral development in boys. The remainder of the book details the Good Son Parenting Plan, a practical child rearing blueprint for parents of boys in the Age of Obedience (birth to 6 years old), Age of Convention (7 to 12 years old), and Age of Moral Intuition (13 to 18 years old). For these three "developmental episodes," the parenting plan provides information on what is considered normal, discusses developmental challenges, and provides suggestions for how family, school, and the larger culture can raise boys well. The ultimate goal of the suggestions is boys' development of 10 moral competencies considered to be the bedrock of compassion: decency, fairness, empathy, self-sacrifice, respect, loyalty, service, responsibility, honesty, and honor. Topics include the loss of moral literacy among many boys, the importance of a spiritual community for boys, the importance of immediate consequences for misbehavior, the need for discipline and rules, and the protection of boys from moral risks. Stories of individual boys illustrate important points. Two appendices list books and

Unit); *Homosexuality; Parent Attitudes; *Parent School Relationship; *Parents; Sex Role; Sexual Identity; *Teacher Attitudes; Young Children
IDENTIFIERS- *Homosexual Parents; *Parent Teacher Relationship

There are few bodies of research that can inform thinking about the education of young children with respect to gay-headed families. This 3-year ethnographic study used interviews with lesbian and gay parents of 3 to 7 year-olds, their children's teacher and the school administrator, and observations of the children to examine the relationship between gay parents and educators. Chapter 1 lays a foundation for understanding why homosexuality is perceived as a threat to the inherent goals of early childhood education and describes the research methods used. Chapter 2 examines children's experiences as a crucial aspect of how they come to understand families. Chapter 3 presents educators' viewpoints regarding their first experiences with people different from themselves, including gay-headed families. Chapter 4 uses dance as a metaphor for a communication process and traces the ways in which families become known to schools as lesbian or gay. Chapter 5 puts forth the idea that gender identity, roles, and sexual orientation are sharply different yet highly linked issues that require a frame of reference that moves across the entire life-span. This chapter considers classical theoretical foundations about gender development, and contrasts observations and ideas of educators and gay parents regarding gender-nonconformist play in young children. Chapter 6 explores factors affecting the curriculum and offers examples of the ways some teachers have thought about and constructed inclusive approaches with children. Chapter 7 makes arguments about changes needed in education from preschool through graduate education, in on-the-job training, and in professional development. Contains approximately 250 references. (KB)

ED 435 463 PS 028 027

Lewkowicz, Adina Bloom
Teaching Emotional Intelligence: Making Informed Choices. K-College.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Strategies; Conflict Resolution; Elementary Secondary Education; *Emotional Adjustment; Emotional Development; Empathy; Interpersonal Relationship; Multiple Intelligences; Role Playing; Self Esteem; Skill Development; *Social Adjustment; *Student Adjustment; *Well Being
IDENTIFIERS- *Emotional Intelligence

Teachers can help lessen their students' frustrations, make classroom time more productive, and prevent behavioral and learning problems by providing students with information and skills with which to make informed, positive, and independent choices regarding their emotional, social, physical, and mental well-being. This resource for teachers provides techniques for developing and applying five emotional competences: (1) self-awareness; (2) managing emotions; (3) self-control; (4) empathy; and (5) handling relationships. The resource is presented in three parts, each addressing an essential life skill: feeling positive, thinking wisely, and acting sensibly. Each of the six chapters contains a variety of lessons, including step-by-step activities that support student growth

Teaching; Needs Assessment; *Preschool Teachers
IDENTIFIERS- Canada

Recent research in early childhood education (ECE) centers suggests that some teacher characteristics are not at a level that would support computer learning opportunities for children. This study identified areas of support required by teachers to provide a smooth introduction of the computer into the early childhood education classroom. Participating were 192 female and 4 male early childhood educators from 3 middle-sized Canadian cities. Subjects completed questionnaires assessing basic knowledge, attitudes toward computers, and information that teachers would like to have regarding computers. The findings indicated that preschool teachers support the use of computers in the ECE environment, but require information that is reliable, systematic, and informed. Findings were used to provide suggestions about the content of training workshops for early childhood educators. (Includes questionnaire used for the study. (KB)

ED 435 482 PS 028 068

Richardson, Rita C.; Norman, Katherine I.
Doing Good Because Good Is Good To Do: Facilitating Character Development.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Conference and Exhibit Show of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 6-8, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; Caregiver Child Relationship; Child Rearing; *Children; Delay of Gratification; Elementary Secondary Education; *Emotional Development; Empathy; Honesty; Interpersonal Competence; Maturity (Individuals); *Moral Development; Parent Child Relationship; Problem Solving; Self Concept; Values Education
IDENTIFIERS- *Character Development; Character Education; Courage; Tolerance

This paper describes intrapersonal and interpersonal attributes needed for emotional growth and character development, stressing the importance of teaching children personal discipline and doing "good because good is good to do" rather than the use of behavioral interventions. In the area of intrapersonal competence, the paper proposes that self-discovery, self-management, delayed gratification, courage, and honesty are essential for attaining personal maturity. Empathy, altruism, problem solving, tolerance, and social deftness are described as indispensable for attaining positive interpersonal competence. The paper also proposes strategies and activities for parents and teachers to assist children in their emotional growth. (Contains 20 references.) (KB)

ED 435 483 PS 028 069

Reynolds, Arthur J., Ed.; Walberg, Herbert J., Ed.; Weissberg, Roger P., Ed.
Promoting Positive Outcomes: Issues in Children's and Families' Lives. The University of Illinois at Chicago Series on Children and Youth.
PUB DATE- 99
NOTE- 405p.; Some pages may not reproduce adequately.

Settings." An introduction is followed by "By Way of Introduction to Workshop 1" (Nelly Stromquist) that discusses what gender means. "Two Different Voices on Education for Women's Empowerment" (Sara Hlupekile Longwe) reflects on the two contending discourses on women's education and empowerment. "Learning Literacy Strategies from Indian Women" (Malini Ghose) describes innovative strategies that evolved with women in literacy classes. "Incorporating Women's Experiences of Violence in Literacy Work" (Jennifer Horsman) expounds on the importance of addressing the issue of violence against women. "Women's Education in the Caribbean: Issues and Possibilities" (Anne Marie Smith) maintains that access to education equals access to the labor market by showing a picture of the Caribbean situation. "Discussion of Workshop 1" explores numerous topics raised by the papers. Workshop 2 is composed of six papers. Two papers, "Some Reflections on the UNESCO PROAP Principal Regional Office for Asia and the Pacific and ASPBAE Asia South Pacific Bureau of Adult Education Research on Girls' and Women's Education" and "Bridging the Gap between the Intention and Action: An Overview of Girls' and Women's Access to Basic Education in South Asia" (Vimla Ramachandran) share results of a four-country research project that indicates many excellent policy documents have been developed but not implemented. "Engendering African Education: Some Reflections" (Essi Sutherland-Addy) highlights the Forum of African Women Educationalists and gives the author's thoughts on African education. "Engendering African Education: A Concept Paper" (Sheila Parvyn Wamahiu) underscores the importance of including gender in the development of education. "Addressing Emotional Subordination in Our Education Work" (Lean Chan Heng) points out the importance of empowering women workers. "Enabling Women's Leadership in Chile" (Alejandra Valdez) shares experiences in conducting women's leadership training, raising the importance of addressing identity and individuation issues. "Discussion of Workshop 2" concludes the publication. (YLB)

ED 434 992   CE 079 178

Adult Learning, Democracy and Peace. Adult Learning and the Challenges of the 21st Century. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).

PUB DATE- 99

NOTE- 16p.; For other booklets in this series, see CE 079 179-206.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Citizenship; Citizenship Education; Conflict; *Conflict Resolution; Cultural Differences; *Democracy; Democratic Values; Foreign Countries; Global Approach; Global Education; *Intercultural Communication; Learning Strategies; *Peace; Sex Fairness; Teacher Responsibility

The workshop, "Adult Learning, Democracy, and Peace," had the important role of examining the relationship among adult learning, democracy, citizenship, gender, civil society, and a culture of peace. The speakers expressed a variety of opinions on the issue of globalization. Some rejected it as aggravating existing social tensions and inequalities and as leading to increased marginalization, while others partially acknowledged that globalization offers fresh possibilities and opportunities. Speakers discussed the following topics: adult learning strategies that are required to meet democratic

and Population. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Educational Cooperation; Educational Opportunities; *Environmental Education; Foreign Countries; *Global Approach; Literacy Education; Natural Resources; Partnerships in Education; Social Problems; Sustainable Development; *Womens Education
IDENTIFIERS- Africa; Asia; Fiji; India; Latin America; Ontario; Philippines; Senegal; Uganda

This booklet discusses the present state of environmental adult education and its major difficulties and shortcomings and develops recommendations for further development of this field. Section 1 discusses linking environmental and social issues and locating environmental problems within the context of one's daily life and action. Section 2 focuses on strengthening collaboration between environmentalists and adult educators. Section 3 addresses environmental education as a central theme for adult education. Section 4 highlights the urgent task of environmental education to overcome misconceptions about a conflict between economic growth and sustainable development. Section 5 considers one main issue that women's projects address: the consumption of fuel for cooking and heating and the use of environmental-friendly resources for the whole community. Section 6 describes the global dimensions of current environmental problems. Section 7 emphasizes the need to promote and build on local knowledge and indigenous traditions in environmental education. (YLB)

ED 435 011 CE 079 197

Health Promotion and Health Education for Adults. Adult Learning in the Context of Environment, Health and Population. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Programs; Community Action; *Cooperative Programs; Educational Opportunities; Foreign Countries; *Health Education; Health Programs; *Health Promotion
IDENTIFIERS- Bolivia; Germany; Nepal

This booklet addresses the growing importance of health in adult learning and the interest in joint action. Section 1 describes the context, one in which substantial, but unevenly spread, progress has been made in improving global health. Section 2 examines the social aspects of health and explains how what is defined as health or sickness depends not only on individuals and biological factors but on the social and cultural environment within which individuals live, work, and interact. Section 3 defines health promotion, which builds on a social and cultural understanding of health and illness, as the process of enabling people to increase control over their health through advocacy and intersectoral action; health education as a component of health promotion; and community

Skills; *Job Training; Labor Force Development; *Labor Needs; *Manufacturing Industry; National Surveys; Postsecondary Education; Tables (Data); Technology Education; Vocational Education; Wages
IDENTIFIERS- *Australia

Manufacturing in Australia is a large and diverse industry, employing more than 1.1 million people. Despite its decline in relative importance (from providing 16.3% of jobs to providing 13.4%), it is still the second largest employing industry. Manufacturing makes up the major component of exports, accounting for 51 percent in 1994-95. Over the last decade, some subdivisions, especially metal products, have shown little employment growth. Sizable drops in employment have occurred in textiles, clothing and footwear, and machinery and equipment. Based on its occupational profile, manufacturing is substantially more reliant on the vocational education and training (VET) sector for its skill requirements than most industries. Its qualifications profile shows its skills are concentrated in the skilled vocational area. In the trades area, major declines have occurred in metal fitting and machining, vehicle, electrical, building, printing, and other metal trades. Significant rises in trades employment have occurred in welding, screen printing, baking and pastry cooking, wood machining, other wood trades, upholstering and bedding, and garment trades where skill shortages are most likely. About 90 percent of jobs are full time. Manufacturing is concentrated in New South Wales and Victoria. VET graduates generally rated the quality and relevance of their VET courses quite highly. Upon graduation, 73.4 percent of graduates had a job. Manufacturing is one of three main employers of apprentices. (Appendix includes six tables and three charts.) (YLB)

ED 435 032 CE 079 285

Dumbrell, Tom
Mining. Industry Training Monograph No. 2.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 34p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Coal; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Graduate Surveys; *Job Skills; *Job Training; Labor Force Development; *Labor Needs; *Mining; National Surveys; Postsecondary Education; Relevance (Education); Tables (Data); Vocational Education; Wages
IDENTIFIERS- *Australia

Mining is the second smallest industry division in terms both of employment and number of business units in Australia. Employment accounts for less than 1 percent of all jobs. The outlook for employment is clouded by continuing uncertainty in Australia's main Asian markets and by the longer-term impact of environmental concerns. Mining industry employment is dominated by male full-time jobs, particularly in the coal mining and metal ore mining sectors. It has the lowest level of part-time jobs and jobs for women of all industry sectors. Overall downward movement in employment is expected. The mining industry differs from the total workforce's occupational composition in having a high proportion of its workforce in the to address both pre- and in-service preparation that will enhance needed technology competence in the counseling field. (Contains 7 references.) (Author/JDM)

ED 435 050 CG 029 481

Bauer, James J.
Too Much Time on Sycamore Street: A Self-Help Resource for Adolescents and Adults with Learning Disabilities.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Education; Adults; Anxiety; Coping; Defense Mechanisms; *Dyslexia; Elementary Secondary Education; *Individual Development; *Learning Disabilities; Self Esteem; Self Help Programs; *Skill Development; *Social Adjustment
IDENTIFIERS- *Avoidance Responses; Shame

This book is specifically written for dyslexic or learning disabled individuals seeking insight into their disorder and its effects on their lives. The material is divided into 52 chapters, which are written expressly so that they will not be intimidating to learning disabled individuals. The chapters are drawn from issues that the author is asked about most frequently from his lectures, the support groups he facilitates, and his correspondence with learning disabled adults. The chapters are not intended to provide specific answers to individual issues, but rather to facilitate making decisions about these issues. The author contends that dyslexic individuals spend too much time avoiding certain situations. The mere anticipation of being requested to read, write and spell causes many to launch into a defense cycle, which results in a lack of participation in things that could be beneficial. Selective chapters include: "Self-Esteem," "Job-Seeking Skills," "Finding a Tutor," "Starting a Support Group," "Parenting an LD Child," "Picking a Therapist," "Advocating for Yourself," "The Ability to Change," "Assertiveness: The Express Lane," "Responsible to Self," and "Learning to See Further." (GCP)

ED 435 051 CG 029 482

Peyser, Sandra; McLaughlin, Miriam
Character Education Activities for K-6 Classrooms.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childhood Attitudes; Children; *Citizenship Education; Class Activities; *Educational Environment; Elementary Education; Elementary School Students; Environmental Influences; Family Influence; Family School Relationship; Group Activities; Individual Activities; Individual Development; Learning Activities; Personality; School Counseling; School Counselors; School Readiness; Student Attitudes; Student Development; Teachers; *Values Education

largely explainable in terms of changes in attitudes, beliefs about the risks of drug use, and peer norms against drug use--have some extremely important policy implications. One of these is that these various substance-using behaviors among American young people are malleable--they can be changed. Secondly, the demand-side factors appear to have been pivotal in bringing about these changes. the availability of marijuana, as reported by high school seniors, has held fairly steady throughout the life of the study. Improvements should not be taken for granted; relapse is always possible. In 1992, eighth graders exhibited a significant increase in annual use of marijuana, cocaine, LSD, and hallucinogens other than LSD, as well as an increase in inhalant use. In 1993, increases occurred in a number of "gateway drugs"--marijuana, cigarettes, and inhalants. The drug problem requires an ongoing, dynamic response from our society--one that takes into account the continuing generational replacement of our children and the generational forgetting of the dangers of drugs which can occur with that replacement. Contains 5 appendixes, 128 tables, and 105 figures.) (JDM)

ED 435 071 CG 029 536

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1998. Volume II: College Students and Young Adults.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 99
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; College Students; *Drug Use; High School Seniors; High Schools; Higher Education; Illegal Drug Use; Influences; *Longitudinal Studies; *National Surveys; Parent Student Relationship; Peer Acceptance; Peer Groups; *Peer Influence; Rehabilitation; Research and Development; Self Destructive Behavior; Social Environment; Student Attitudes; *Student Behavior; Student Problems; Student School Relationship; Substance Abuse; Tables (Data); Theory Practice Relationship; Trend Analysis; *Young Adults; Youth Problems
IDENTIFIERS- Department of Health and Human Services

This second volume, in a two-volume set reporting the results from the Monitoring the Future study, presents the results of the 1977 through 1998 follow-up surveys of the graduating high school classes of 1976 through 1997 as they have progressed through young adulthood. This current study, which draws the college sample in the senior year of high school, has considerable advantages for generating a broadly representative sample of the college students to emerge from each graduating cohort. It has "before, during, and after" college measures, which permit the examination of change. It also has similar panel data on the high school graduates who did not attend college. In order for this volume to stand alone, some material from Volume I is repeated. Chapters 2 and 3 in this volume are the same as Chapters 2 and 3 in Volume I, since one provides an overview of the key findings and the other explains the study's design and procedures. Chapter titles include: (1) "Introduction of Volume II"; (2) "Overview of Key Findings"; (3) "Study Design and Procedures"; (4) "Prevalence of Drug Use among Young Adults"; (5) "Trends in Drug Use among Young should be ongoing throughout the school year; (3) assessment should be aligned with state curriculum standards; (4) most SREB states do not require all schools to use one particular assessment; and (5) no SREB state uses early reading assessments for accountability purposes. (NKA)

ED 435 090 CS 013 729

Reading Matters: Information and Ideas from the Middle School Reading Special Interest Group, a Part of the International Reading Association.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Class Activities; Instructional Effectiveness; Middle School Students; Middle Schools; Newspapers; *Reading Comprehension; *Reading Improvement; *Reading Instruction; *Regular and Special Education Relationship; Special Education
IDENTIFIERS- *Ideas; International Reading Association; Reading Groups

This collection of brief articles, targeting middle school educators, features ideas for reading improvement. The following articles are included: "Special Ed Students Should Read and Re-read for Fluency"; "Collaboration between Special Education and Regular Education: What It Is and How We Make It Work" (Deborah LeGrande); "Newspapers, an Excellent Source for Classroom Activities"; and "Reading Groups Improve Student Comprehension." (NKA)

ED 435 091 CS 013 730

Dwyer, Edward J.; Ralston, Elizabeth
Teaching Students To Use Phonics Effectively with Emphasis on Rimes and Onsets.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; Instructional Effectiveness; *Phonics; Primary Education; Reading Games
IDENTIFIERS- *Onsets and Rimes; Phonemic Awareness

The teaching of phonics, the relationship of sounds to letters in an alphabetic language like English, is important for success in learning to read competently. Noting that there continues to be much debate as to what constitutes good phonics instruction, this paper presents a rather simple but basically sound and inexpensive approach for teaching phonics. It cites four basic principles and then gives directions for producing a phonics instruction kit. The kit, with accompanying instructional strategies, can provide instructors with a means for fostering the learning of phonics among readers. Appendixes contain a lesson plan model for fostering the learning of a consonant, and a list of common rimes and key words. (NKA)

ED 435 092 CS 013 733

Gaffney, Janet S., Ed.; Askew, Billie J., Ed.
Stirring the Waters: The Influence of Marie Clay.
PUB DATE- 99

ED 435 110 EA 030 043

Doyle, Denis P.; Pimentel, Susan
Raising the Standard: An Eight-Step Action Guide for Schools and Communities. Second Edition. A StandardsWork Project.
PUB DATE- 99
NOTE- 190p.; For first edition, see ED 416 566. CD-Rom included.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; *Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation Utilization

This book, intended for the interested layman and the education professional, describes the process and content of standards-driven education reform. It is based on the premise that schools can excel if they benchmark their standards, align their curriculum, and conduct academic analysis to assess progress. Only the highlights appear in the hard copy of the book; the full text (including hypertext) is contained in a CD-ROM that is included. The volume is structured around an 8-step plan for initiating reform. It shows how to build public demand for standards and reform and demonstrates how to set up goals for organizing around high academic standards, emphasizing the need to use the right criteria for good standards when overhauling the curriculum. The text demonstrates how to hold students accountable, as well as schools and districts, and discusses how to evaluate teachers, principals, and superintendents. It describes how to develop new partnerships among those with a stake in school reform and what people can do to make continuous improvements to their schools. A step-by-step checklist to guide reformers is included. One section illustrates the importance of creating fair and effective teacher evaluations at the school level. A new section in the revised version provides insights gleaned from charter schools. (RJM)

ED 435 111 EA 030 070

Kadel, Stephanie; Watkins, Jim; Follman, Joseph; Hammond, Cathy
Reducing School Violence: Building a Framework for School Safety. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 99
NOTE- 86p.; For second edition, published in 1996, see ED 391 227. Back cover may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crisis Management; Early Intervention; Educational Change; Educational Environment; Elementary Secondary Education; Models; *Prevention; *School Safety; Student Welfare; *Violence; Youth Problems

This book is designed to assist teachers, school principals, and explores charter-school sponsorship as well as the need to set clear expectations for charter approval and renewal. The importance of establishing a liaison between school and district and encouraging and supporting interaction between charter and other schools is likewise presented. (Contains 11 references.) (RJM)

ED 435 131 EA 030 115

Winter, Paul A.; McCabe, Donna H.; Newton, Rose Mary
The Impact of Work Values and Principal Job Attributes on Principal Selection Decisions.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; Elementary Secondary Education; Personnel Evaluation; Personnel Selection; *Principals; *Teacher Attitudes; *Value Judgment; Work Attitudes; *Work Ethic

This paper examines teachers' principal-selection decisions. It is based on a study of teachers serving on school councils in Kentucky, where teachers, as members of local school councils, are empowered by reform legislation to participate in hiring decisions. The article reviews the related literature, including values theory, work values measurement, work values in education administration, selection research in education administration, and principal job attributes, and then describes the mechanism of the study on which the report is based. The study participants (N=169) were experienced teachers enrolled in graduate-education courses at a large research university in Kentucky. The study examined the effects of two between-groups factors (teacher school level and teacher dominant work value) and two within-groups factors (principal dominant work value and principal job attributes). The study participants rated each principal candidate--each rating served as a dependent variable. Findings show that teachers preferred candidates with whom they shared a dominant work value. Elementary and middle-school teachers preferred candidates oriented toward instructional leadership, whereas high school teachers preferred candidates oriented toward management. The findings suggest that teachers on school councils may need training support when called upon to participate in administrative decisions. (Contains 31 references.) (RJM)

ED 435 132 EA 030 116

Winter, Paul A.; Newton, Rose Mary; Kirkpatrick, Richard L.
The Influence of Work Values on Principal Teacher Selection Decisions in Schools Undergoing Reform.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Personnel Evaluation; Personnel Selection;

students with disabilities as they leave high school. The guide's eight chapters deal with: (1) defining transition and transition planning and outlining relevant legislation; (2) transition and self-advocacy, and the student's rights and responsibilities at the Individualized Education Program (IEP) meeting; (3) identification of needs and student assessment, including methods of collecting data, how to use assessment data, and types of assessment; (4) developing an individual plan for transition, focusing on targeted outcomes and roles and responsibilities of IEP team members; (5) curriculum for successful transition, including functional curriculum, daily living skills, social skills, occupational skills, and other topics; (6) support services in secondary and postsecondary settings; (7) transition planning and interagency cooperation; and (8) program evaluation and follow-up, which emphasizes the need for student follow-up as a necessary part of transition. Appendixes provide sample IEP statements, goals and objectives, suggested transition activities, and a sample IEP form. (Contains 34 references.) (CR)

ED 435 151 EC 307 483

Federal Outlook for Exceptional Children: Fiscal Year 2000. Budget Considerations and CEC Recommendations.
PUB DATE- 99
NOTE- 88p.; For the fiscal year 1997 report see ED 397 596.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Disabilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; Financial Support; *Gifted; *Special Education
IDENTIFIERS- *Council for Exceptional Children; *Individuals with Disabilities Educ Act Amend 1997

This report reviews the status of federal programs for children with exceptionalities in the context of the major changes resulting from the 1997 reauthorization of the Individuals with Disabilities Act (IDEA). An analysis by the Council for Exceptional Children (CEC) notes the effectiveness of the Act, failure of the federal government to meet promised levels of federal fiscal support, and CEC's recommendation that the training, research, and development functions of Part D programs be funded at six percent of the overall annual appropriation for IDEA. Introductory tables and graphs summarize data on FY (fiscal year) appropriations for federal programs for the education of exceptional children and the number of children served under IDEA by disability during 1997-1998. Twenty-three brief vignettes illustrate the success of these programs in the lives of parents, teachers, and others. The major portion of the report analyzes individual IDEA programs with information on appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, recent funding history, funding considerations, and CEC recommendations. Programs covered include State and Local Grant Program, Preschool Grants, Early Intervention Program, and Support Programs (State Program Improvement Grants, administrative provisions, research and innovation, personnel preparation, studies and evaluations, technical assistance and information dissemination, technology development and media). Similar information is provided for gifted and talented grants. (DB)

ED 435 152 EC 307 484

Schools; Language Dominance; Language Skills; *Language Tests; *Second Language Instruction; Second Languages; *Self Evaluation (Individuals); Skill Development; *Spanish; Spanish Speaking; Student Motivation; *Testing
IDENTIFIERS- *Authentic Assessment

A study investigated whether teaching techniques and the use of self-evaluation tended to increase student motivation and second language proficiency. Subjects were 59 high school Honors Spanish 4 students with varying levels of academic ability, motivation, and proficiency, and included both non-native and English-dominant Spanish speakers. The foreign language program dropout rate reflected the low priority given to foreign language study. Analysis of probable causes and solutions suggested that treatment involving positive attitudes, cooperative learning, and use of multiple intelligence pedagogy would improve performance. Real-life application and self-evaluation helped to improve individual student's motivation. Results tended to support current research. Most of the subjects demonstrated significant growth in both oral and written proficiency in the target language. Their organizational skills and acceptance of personal responsibility improved. However, students with excessive absences from school did not benefit from the intervention. Posttest and attitudinal surveys revealed greater confidence and interest in developing foreign language proficiency. The instructional rubrics used were useful, but it was found that their design needed to be refined. The only aspect negative was that students tended to depend on class time to finish projects. The instructional rubrics, student surveys, and results are appended. (Contains 33 references.) (MSE)

ED 435 172 FL 026 024

Fraser, Bruce; Freedgood, Laura
Interpreter Alterations to Pragmatic Features in Trial Testimony.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Client Relationship; *Court Litigation; English (Second Language); *Interpretive Skills; Justice; Language Research; *Language Variation; Lawyers; *Pragmatics; *Spanish Speaking; *Translation
IDENTIFIERS- *Court Interpreting

A study demonstrated that court interpreter failure to preserve pragmatic features in the interpreted version of courtroom testimony can potentially distort both the lawyer's question and the witness' response. Pragmatic features are defined as those aspects of an utterance that signal how the speaker intends the message to be taken. While some of the alterations made in translation are relatively trivial, others are serious and may critically influence the jury's assessment of whether the defendant is guilty or innocent. Data were drawn from court colloquies involving English-speaking attorneys and Spanish-speaking witnesses, using audio and videotapes from four trials. Focus of the analysis is on alterations to pragmatic markers, words or phrases that modify the basic message or signal a separate one. Results indicate that addition of pragmatic markers and features to witness answers can make the witness appear less confident of the testimony. When the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Foreign Countries; Grade 10; *Grammar; High Schools; *Language Processing; *Language Proficiency; *Metalinguistics; Pragmatics; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Jordan

A study of Jordanian English-as-a-Second-Language learners examined their metalinguistic knowledge of 15 English grammatical concepts or categories via rule description and exemplification, and also explored the link between metalinguistic knowledge and proficiency in using those categories or their exponents in both formally and situationally-oriented contexts. Subjects were 233 grade 10 students. The 15 categories were presented to the students in four tasks: one eliciting metalinguistic knowledge; one eliciting descriptive metalinguistic knowledge; and two demanding formal and communicative use, respectively. The responses were sorted according to whether the first or second task was accomplished better, and analyzed for patterns in the third and fourth tasks. Results indicate a considerable awareness of both exemplary and descriptive metalinguistic knowledge, with somewhat more exemplary knowledge. The "exemplary knowledge" group was significantly more successful at using the categories both formally and situationally than the descriptive group. However, both were more successful at formal than communicative use of the categories. It is suggested that metalinguistic knowledge enhances language learning. Implications for classroom instruction are offered. Contains 30 references. (MSE)

ED 435 195 FL 026 049

Al-Mutawa, Najat; Al-Dabbous, Jawahir
Evaluation of Student-Teachers' Performance in TEFL Practicum at Kuwait University.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Teacher Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; *Practicum Supervision; *Practicums; Second Language Instruction; *Student Evaluation; *Student Teachers; *Teaching Skills
IDENTIFIERS- Kuwait; Kuwait University

A study investigated the process used in evaluating student teachers of English as a foreign language (TEFL) during the practicum period, in an effort to assess and improve the supervision process. Subjects were 34 student teachers from Kuwait University practice-teaching in intermediate and secondary schools. The students' evaluation was conducted over three 1-month periods for guidance, development, and assessment. They were observed for evidence of 36 competencies in five categories: personal qualities; language/linguistic knowledge; interpersonal competence; planning; and classroom implementation. Student gender, number of students, student-teacher's educational status (undergraduate or graduate), and teaching load were also considered. Results indicate that all categories of competence were significantly correlated with each other. It was also found that students' progress was achieved largely at the end of the first period and only salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 19.5 percent higher than the average salary for faculty in all major fields in 1995-1996 and 18.8 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, business administration and management faculty in public and private institutions received average annual salary increases of 2.5 percent and 1.7 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 216 HE 032 434

Howe, Richard D.
Salary-Trend Study of Faculty in Business Management and Administrative Services for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Business Administration; *Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 5,057 college faculty in the field of business management and administrative services for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in business management and administrative services for public institutions was 23 percent higher than the average salary for faculty in all major fields in 1995-1996 and 24.6 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in the field for private institutions was 13.7 percent higher than the average salary for faculty in all major fields in 1995-1996 and 10.6 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, business management and administrative services faculty in public and private institutions received average annual salary increases of 1.5 percent and 0.9 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 217 HE 032 435

Howe, Richard D.
Salary-Trend Study of Faculty in Business/Managerial Economics for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Business Administration;

than the average salary for faculty in all major fields in 1998-1999. For the study period, history faculty in public and private institutions received average annual salary increases of 0.7 percent and 0.6 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 238 HE 032 456

Howe, Richard D.
Salary-Trend Study of Faculty in Home Economics, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *Home Economics; *Home Economics Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 2,181 college faculty in the field of general home economics for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in home economics for public institutions was 11.0 percent lower than the average salary for faculty in all major fields in 1995-1996 and 8.3 percent lower than the average salary for faculty in all major fields in 1998-1999. It was also found that the average faculty salary for private institutions was 25.8 percent lower than the average salary for faculty in all major fields in 1995-1996 and 22.0 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, home economics faculty in public and private institutions both received average annual salary increases of 2.0 percent above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 239 HE 032 457

Howe, Richard D.
Salary-Trend Study of Faculty in Library Science for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Library Science; *Private Colleges; Professional Education; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,365 library science faculty is part of an annual national survey of faculty salaries. The survey consists of two parts one covering public and one covering private four-

IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,972 special education faculty, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions fo[illegible]ach of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average special education faculty salaries in public and private institutions were, respectively, 6.3 percent and 10.7 percent below the average for all ranks in all major fields. In 1998-99, these averages were, respectively, 5.9 percent and 19.7 percent below the average across fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 259   HE 032 477

Howe, Richard D.
Salary-Trend Study of Faculty in Speech-Language Pathology and Audiology for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1998-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Speech Instruction; *Speech Language Pathology; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,433 speech-language pathology and audiology faculty, is part of an annual national survey of faculty salaries. The survey is in two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average speech-language pathology and audiology faculty salaries in public and private institutions were, respectively, 0.5 percent and 7.9 percent below the average for all ranks in all major fields. In 1998-99 these averages were, respectively, 10.9 percent and 9.4 percent below the average across disciplines. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH) resident undergraduates have debt at graduation (up 2 percent); and average loan debt of a Wisconsin resident receiving a bachelor's degree is $14,201, up $869 from the previous year. The 10 tables provide data showing trends from the early to mid 1980s on: (1) financial aid provided to UW students, 1982-83 to 1997-98; (2) financial aid by source of funding; (3) distribution of loans; (4) UW system distribution of grants; (5) Wisconsin Higher Education Grant awards to UW system students; (6) UW system distribution of federal work-study; (7) UW system financial aid recipients by dependency and level; (8)UW system financial aid recipients by ethnicity, 1997-98 only; (9) cumulative student loan debt for UW resident undergraduates; and (10) cumulative student loan debt for undergraduates by institution. Appendices provide additional tables showing financial aid dollars by institution and financial aid recipients by institution and residency. (DB)

ED 435 281 HE 032 499

Karpinski, Stacey H.; Earle, Michael V., Ed.
NCAA Guide for the College-Bound Student-Athlete.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletes; *College Athletics; *College Bound Students; *College Choice; College Entrance Examinations; Decision Making; Eligibility; High Schools; Higher Education; Standards
IDENTIFIERS- *National Collegiate Athletic Association

This booklet is a guide for college-bound athletes as they select a college. An introduction by the executive director of the National Collegiate Athletic Association (NCAA) notes the difficulty of achieving a career in athletics and the importance of the academic aspects of the college experience. Individual sections discuss the following topics: "recentered" Scholastic Assessment Test scores; academic eligibility standards to participate in intercollegiate athletics; the initial-eligibility clearinghouse procedure; financial aid; recruiting, the national letter of intent; professionalism; agents; drug testing; graduation rates; and questions to ask. (DB)

ED 435 282 HE 032 500

Illinois Directory of Higher Education, 1999.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Boards of Education; Community Colleges; Higher Education; Organizations (Groups); *Private Colleges; Proprietary Schools; *Public Colleges; State Universities
IDENTIFIERS- *Illinois

This directory of higher education in Illinois includes information on the Illinois Board of Higher Education, state public colleges and universities, independent institutions, and other state agencies and educational organizations. The section on the Illinois Board of Higher Education lists board members

ED 435 303 HE 032 521

Poch, Susan
Confusing Time-to-Degree and the Graduation Efficiency Index: What Are the Issues?
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Outcomes Assessment; *Efficiency; *Evaluation Methods; Higher Education; Outcomes of Education; *Time to Degree; Undergraduate Study
IDENTIFIERS- University of Washington

This policy brief examines the graduation efficiency index (GEI), a measure developed by the University of Washington to enable the state to measure a student's or institution's efficiency in graduation. The study compares the GEI index with time-to-degree, the most widely used related measure, and finds that the latter does not measure student efficiency in degree pursuit regardless of enrolled time, nor does it reflect the current reality that only a minority (25 percent at Washington State University) of students graduate in four years. By contrast, the GEI which uses a formula that accounts for credits earned toward a degree compared to credits required for a particular degree, is a better measure of efficiency because it does not focus on elapsed or enrolled time but on actual credits earned. Limitations to the GEI are also noted, such as its retrospective character, its inability to consider effectiveness as well as efficiency, its vulnerability to manipulation, and its limitations when applied to transfer students' efficiency. The paper concludes that one cannot measure efficiency with a time-to-degree tool, or measure the value of extra credits earned with an efficiency index, and suggests that institutions use both measures to evaluate the institution's success in graduating students. (DB)

ED 435 304 HE 032 522

Hunter, Mary Stuart, Ed.; Skipper, Tracy L., Ed.
Solid Foundations: Building Success for First-Year Seminars through Instructor Training and Development. Monograph Series, Number 29.
PUB DATE- 99
NOTE- 136p.; "With major contributions from Joseph B. Cuseo."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *College Freshmen; Faculty Development; Higher Education; *Inservice Teacher Education; School Orientation; *Seminars; Student Development
IDENTIFIERS- *Freshman Seminars

This book's 10 chapters offer support and information on effective training of instructors of first-year college seminars. The included chapters are: (1) "Instructor Training: Rationale, Results, and Content Basics" (Joseph B. Cuseo); (2) "Teaching and Today's Changing First-Year Students" (M. Lee Upcraft and Pamela S. Stephens); (3) "What We Know about Students and How They Learn" (M. Lee Upcraft and Jennifer L. Crissman); (4) "Teaching First-Year College Students: Ten Tips

Education," see HE 032 542. This publication was made possible by a generous grant from the Variable Annuity Life Insurance Company and with support from Jossey-Bass Publishers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Policy; Case Studies; College Administration; *Court Litigation; Decision Making; Higher Education; *Legal Problems; *Legal Responsibility; Policy Formation; *Risk Management; *School Law; School Policy; *School Responsibility

The volume is an expanded and revised edition of informal teaching materials designed for instructional use by both teachers and learners, and is intended to accompany the 1995 text, "The Law of Higher Education: A Comprehensive Guide to Legal Implications of Administrative Decision Making Third Edition" (ED 383 256). The supplement's purpose is to facilitate and enrich the teaching of education law and educational administration in graduate schools of education, law schools, and in professional workshops for administrators and attorneys. The volume is divided into three parts: (1) Introduction and Overview; (2) Cases, Notes, Questions, Problems; and (3) Large-Scale Problem-Solving Exercises. Four types of material are included: those providing an orientation to and suggestions for the study of education law; edited judicial opinions illustrating selected facets of the law's development; notes and questions to enhance understanding of the opinions; and practical problems, along with separate appendices of guidelines for resolving them that explore the law's concrete applications to day-to-day administrative challenges in colleges and universities. Individual chapters address the relationship of the college to: trustees/administrators/agents; faculty; community; state government; federal government; educational associations; and the business/industrial community. Appended is a copy of the Constitution of the United States, with provisions of particular interest to postsecondary education, and guidelines for problems and completing problem-solving exercises. (MSE)

ED 435 325 HE 032 545

Finn, Peter
Preventing Alcohol-Related Problems on Campus: Substance-Free Residence Halls.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 37p.; For related documents on alcohol and drug prevention, see HE 032 553, HE 032 555, and HE 032 558.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; Case Studies; College Environment; *College Housing; College Students; *Dormitories; Drug Abuse; *Drug Rehabilitation; Faculty Advisers; Fraternities; *Group Homes; Higher Education; Residential Colleges; School Counseling; Sororities; *Substance Abuse
IDENTIFIERS- Dartmouth College NH; Indiana University; Rutgers

early 1990s, representing under 5 percent of the literature added to the ERIC database in 1996. One reason seems to be the emphasis on instruction; another is that information on curricular movements are often addressed in the literature on instructional change. Trends in 1996 in the literature on curriculum include themes of diversity, democracy or citizenship, environmentalism, and international studies. A major trend in the literature is the addition of interdisciplinary curricula, although it tends to be subsumed under the theme of instructional change. Diversity is described in the literature most often as an issue for practitioners; one of the most comprehensive resources documents the impact of multiculturalism on higher education during the 1980s and 1990s. However, research is needed to document the impact of multicultural curricula on student outcomes. Another important theme added to the literature in 1996 is curricula focused on the development of civic responsibility; and environmental education, which virtually disappeared in the 1980s and early 1990s, is once again in the literature. The number of documents on international education is small if measured by the importance of the issue as manifested by mission statements, presidential speeches, and the press. (Contains 12 references.) (JM)

ED 435 344   HE 032 567

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Faculty. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *College Faculty; Diversity (Faculty); *Educational Research; Experimental Teaching; Faculty Workload; *Higher Education; Incentives; Literature Reviews; Performance Based Assessment; Productivity; School Restructuring; Sexual Harassment; Tenure
IDENTIFIERS- American Association for Higher Education; Carnegie Foundation

The literature on college faculty in 1996 has increased; however, two themes described in the practice literature--identifying and rewarding exemplary teaching and experimental pedagogies--are only minimally represented in the research literature. The Carnegie Foundation, the American Association for Higher Education, and the Council for the Advancement and Support of Education, have addressed the topic of identifying and rewarding exemplary teaching. Experimental pedagogies are represented in the literature as techniques faculty should use, but empirical research about their benefits is minimal. Other areas reveal an overlap between research and practice; major themes include college faculty workload and productivity; assessment; restructuring and the accompanying reduction of faculty; tenure; faculty role or identity; and diversity. Key issues in the research are those related to public perception of higher education and the cost of higher education, with issues relating to student outcomes and learning receiving less attention. Assessment is a prevalent issue, although a gap is apparent between administrator and faculty views of and beliefs

ED 435 364 HE 032 587

Peck, Elizabeth G., Ed.; Mink, JoAnna Stephens, Ed.
Common Ground. Feminist Collaboration in the Academy.
SPONS. AGENCY- Nebraska Univ., Kearney.; Mankato State Univ., MN.
PUB DATE- 98
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperation; *Feminism; Higher Education; Research Projects; *Teacher Collaboration; Team Teaching; Womens Studies; Writing (Composition)

The fifteen articles in this anthology examine the process of collaboration as it fits into questions of gender. Articles include: "Educate, Organize, and Agitate: A Historical Overview of Feminist Collaboration in Great Britain and America, 1640-1930" (Melodie Andrews); "Beyond Feminism: An Intercultural Challenge for Transforming the Academy" (Paula D. Nesbitt and Linda E. Thomas); "Writing Against the Romantic Grain" (Carol Shiner Wilson and Joel Haefner); "In League with Each Other: The Theory and Practice of Feminist Collaboration" (Carol J. Singley and Susan Elizabeth Sweeney); "What's Feminist About It? Reflections on Collaboration in Editing and Writing" (Helen Cafferty and Jeanette Clausen); "Self-Connection Shared: Integrating Collaborative and Autonomous Impulses Within Feminist Projects" (Kimberly A. McCarthy and Sandra A Steingraber); "The Role of Talk in the Writing Process of Intimate Collaboration" (Mary Alm); "Merge/Emerge: Collaboration in Graduate School" (Constance L. Russell, Rachel Plotkin, and Anne C. Bell); "Lesbian Collaboration and the Choreography of Desire" (Angela M. Estes and Kathleen Margaret Lant); "Common Ground, Difficult Terrain: Confronting Difference Through Feminist Collaboration" (Mary Ann Leiby and Leslie J. Henson); "Collaborative Leadership: Feminist Possibility, Feminist Oxymoron" (Diane Lichtenstein and Virginia Powell); "Reflections on Scholarly Collaboration" (Anne O'Meara and Nancy R. MacKenzie); "Going Against Nature? Women's Resistence to Collaborative Learning" (Sally Barr Ebest); "Revisioning Space: From Territoriality to Collaboration" (Elaine Allen Karls and Roslyn Z. Weedman); and "Feminist Theory and Practice and the Pedantic I/Eye" (Jamie Barlowe and Ruth Hottell). (JM)

ED 435 365 HE 032 588

Brinkley, Alan; Dessants, Betty; Flamm, Michael; Fleming, Cynthia; Forcey, Charles; Rothschild, Eric
The Chicago Handbook for Teachers: A Practical Guide to the College Classroom.
PUB DATE- 99
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *College Faculty; *College Instruction; Discipline; Faculty Development; Higher Education; *Professional Development; Teacher Education; *Teacher Improvement; Teaching Experience; Teaching (Occupation)

This book is designed to offer practical advice to beginning, as well as experienced, teachers of college courses on navigating

and Programs among Six Educational Institutions.
PUB DATE- 98
NOTE- 59p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Doctoral Dissertations; *Doctoral Programs; Educational Change; *Graduate School Faculty; Graduate Study; Higher Education; *Information Science Education; *Library Education; Library Schools; *Masters Programs; School Surveys; Specialization; Tables (Data)
IDENTIFIERS- Drexel University PA; Indiana University; Syracuse University NY; University of Illinois; University of North Carolina Chapel Hill; University of Wisconsin Madison

Concentrating on six institutions with doctoral programs in library and information science--Drexel University (Pennsylvania), University of Illinois at Urbana-Champaign, Indiana University, University of North Carolina at Chapel Hill, Syracuse University (New York), and the University of Wisconsin at Madison--graduate programs and faculty are examined by way of three perspectives. First, a comparison is made of the graduate programs of each institution between the 1990-91 and 1996-97 scholastic years, noting additions and changes in graduate degree offerings. Second, the Association of Library and Information Science Education (ALISE) specialization codes of the faculty for each of the six institutions are recorded. Totals for these codes depict the schools with faculty strengths in information science and/or technical specialties and compare each institution between 1990-91 and 1996-97. Third, the subject areas of the dissertations of full-time faculty of the six schools are examined. Using Dissertation Abstracts International subject descriptor codes and sorting by primary subject fields and subsequently by year, a comparison depicts the number of library science degrees, information science degrees, and other subject areas, and when each was obtained. A breakdown illustrates the time frame of the major subjects areas represented. Information science and/or more technically-oriented subject areas are shown to be on the increase. (MES)

ED 435 386 IR 057 536

Tsai, Shu-En
Comparison of the Effect of Using Title Keyword Searching and Subject Headings among the 10 Divisions of Dewey Decimal Classification.
PUB DATE- 98
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; *Dewey Decimal Classification; *Information Retrieval; *Keywords; *Search Strategies; *Subject Index Terms; Tables (Data)
IDENTIFIERS- *Library of Congress Subject Headings; *Titles

Bibliographic records taken from books listed in "OCLC Selected Titles for Research and University Libraries" are used to determine whether the use of terms in the title for subject searching is an effective alternative to the use of Library of Congress subject headings among the 10 divisions of Dewey Decimal Classification. Terms in each title are tested with term(s) in the first element of every Library of Congress subject heading. Three hypotheses are tested: (1) sciences and

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Genealogy; *Information Utilization; *Library Collections; Library Policy; Library Services; Library Surveys; *Local History; *Public Libraries; Questionnaires; Resource Materials; State Surveys; Tables (Data); Use Studies
IDENTIFIERS- Electronic Resources; *Ohio

Local history/genealogy collections are found in approximately 60% of Ohio public libraries. These collections range from fully established large collections to those in the process of being organized. A survey was made of 140 of these public libraries to determine how the collections are utilized. Areas such as organization, management, policies and procedures, programs and projects, electronic resources, use of volunteers, and publicity are covered. Opinions of local history/genealogy specialists are included regarding funding, training, and time allotted to the collection. Responses are tabulated for all libraries, as well as by size of library. This study furnishes an overview of the status of local history/genealogy collections in Ohio public libraries. It also provides a general guide to creating an effective and accessible local history/genealogy collection. A copy of the questionnaire is appended. Contains 23 references. (Author/MES)

ED 435 407 IR 057 557

Taylor, Robbie F.
Librarians in Name Only: Systems Librarianship and Job Seeking: A Content Analysis.
PUB DATE- 99
NOTE- 45p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Content Analysis; Curriculum Development; *Employment Qualifications; Higher Education; *Information Systems; Information Technology; Job Applicants; *Job Skills; *Librarians; *Library Automation; *Library Education; Masters Degrees; Masters Programs; Occupational Information; Tables (Data)
IDENTIFIERS- *Job Announcements

This study surveys previous research about systems librarians and performs a systematic examination of position requirements through analysis of position announcements, responsibilities, required skills, job titles, degree requirements, personality qualifications, and salaries. The educational needs and emergent curriculum appropriate for educating systems librarians are also surveyed. It was found that there has been a significant change over the last decade in the role, definition, and qualifications of a systems librarian. Systems librarian was the most frequently used job title, and systems librarians still should have good oral/written communications and training skills. The concept that a systems librarian should be first a librarian and second a MIS (Master of Information Science) professional, however, is no longer supported by the job ad descriptions. Library employers are seeking applicants who hold a MLS (Master of Library Science) or MLIS (Master of Library and Information Science), but they want those applicants to possess high-tech qualifications and skills that more typically belong to MIS professionals. This study also found that to meet this change, different approaches

Alphonse, S. Xavier
Changing Track: Community Colleges in India.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- *Community Colleges; Comparative Education; *Developing Institutions; Educational Change; *Educational Development; Foreign Countries; International Education; *Modernization; *Systems Development; Two Year Colleges
IDENTIFIERS- *India; *United States

This book provides information on the concept and practice of community colleges in both the United States and India. It is intended to serve as a guideline for the development in India of institutions and programs modeled after American community colleges. The foreword discusses the findings of a survey of colleges in India on vocational/technical education. Sixty-three of 88 colleges responding offer vocational courses. Part 1, Points of View, presents a collection of brief essays relating the role of American community colleges, the community college model, the development of the Indian community college, and community needs in India. Part 2, The Inspiration, focuses on community colleges in the United States. This section discusses American colleges, national statistics, important issues and programs, and curricula. Part 3, The Need for Community Colleges in India, presents national education statistics and policies, the higher education system, and community needs. Part 4, The Feasibility of Community Colleges in India, discusses important findings and recommendations. Part 5, The Existing Experiments of Community Colleges in India, reviews 3 case studies from Canara Community College, Pondicherry University Community College, and Madras Community College. Contains 36 references. (ADG)

ED 435 427 JC 990 678

Goss, Donald, Ed.; Goss, Susan, Ed.
Community College Exemplary Initiatives, Volume X, 1998-1999.
PUB DATE- 99
NOTE- 242p.; For Volume IX, see ED 434 697.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Change Strategies; *Community Colleges; Educational Change; *Excellence in Education; *Improvement Programs; *Professional Recognition; Program Evaluation; School Effectiveness; Two Year Colleges
IDENTIFIERS- Exemplary Schools

This volume contains four sections corresponding to the four categories in which programs were originally submitted to the National Council of Instructional Administrators for its Annual Exemplary Initiatives Awards presented at the annual American Association of Community Colleges held in April 1999 at Nashville, Tennessee. Section 1, "Award for Exemplary Initiatives in the Classroom, states that Mercer County Community College (New Jersey) was honored for its "International Business Practice Firm," a high-tech simulated business learning environment. Richard J. Daley College (IL) was honored for the "Keystone to Student Learning," a program designed to improve student performance in remedial mathematics. Section 2, "Award for Exemplary Initiatives in the Use of Technology," conveys that Butler County Community movies that stimulate moral development in boys and additional resources. (Contains notes and an index.) (KB)

ED 435 445 PS 027 962

Edmunds, Margaret, Ed.; Coye, Molly Joel, Ed.
America's Children: Health Insurance and Access to Care.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Child Health; Eligibility; Evaluation; *Health Insurance; *Health Needs; Health Programs; Individual Needs; Information Needs; Marketing; Needs Assessment; Outreach Programs; Policy Formation; Sick Child Care
IDENTIFIERS- Childrens Health Insurance Program

The National Academy of Sciences Committee on Children, Health Insurance, and Access to Care was assembled to address questions about health insurance for children, evaluating the strengths and limitations of insurance as a means of improving children's health from a variety of approaches and policies. Meeting between March 1997 and January 1998, the committee reported on trends in health insurance coverage for children; health insurance and access to care; safety net providers; Medicaid; state and private initiatives; children's health care needs; and the State Children's Health Insurance Program (SCHIP). The major finding of the committee was that insurance coverage is the major determinant of whether children have access to health care. Other studies have found that access to health care is positively correlated with children's success in school. The committee reached five conclusions: (1) all children should have health insurance; (2) public and private insurers should be encouraged to develop affordable products that address the specific needs of children, including children with chronic conditions and special health care needs; (3) non-financial barriers to care should be reduced through the provision of assistance with child care and transportation, through the provision of culturally appropriate services, and through the use of information technology; (4) outreach and enrollment procedures and coordination efforts should be designed so that all programs achieve the highest enrollment possible, particularly when states offer multiple programs with different eligibility requirements; and (5) information generated from children's health care and insurance programs should be designed to be useful in evaluating short-term trends and making program adjustments, and should be made widely available. (Five appendixes include: market-based approaches to insurance reform, information for accountability, public workshop agenda and participants, members of liaison panel, and committee and staff biographies. Contains references at the end of each chapter, an index, and 53 tables & figures.) (DLH)

ED 435 446 PS 027 980

Ullrich, Manuela
Carrying the Family through Adolescence: The Significance of Parent-Parent Communication.
PUB DATE- 99
NOTE- 12p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English

and the development of emotional intelligence. Each lesson includes an introduction outlining the salient points of the emotional competence being addressed, a list of targeted intelligences and pertinent curricular areas, step-by-step activities, and suggestions for modifying activities for two different grade levels. All of the activities use an outlined framework incorporating the use of handouts, the detective metaphor, and the use of dramatic scenes. Summary activities for feeling positive and thinking wisely are appended. (Contains 15 references and an index.) (KB)

ED 435 464 PS 028 029

Coll, Cynthia Garcia, Ed.; Surrey, Janet L., Ed.; Weingarten, Kathy, Ed.
Mothering against the Odds: Diverse Voices of Contemporary Mothers.
PUB DATE- 98
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adoptive Parents; At Risk Persons; Black Mothers; Cultural Influences; Disabilities; Early Parenthood; Homeless People; Homosexuality; Immigrants; Lesbianism; *Mother Attitudes; *Mothers; One Parent Family; *Parent Child Relationship; Personal Narratives; *Social Attitudes; Welfare Recipients
IDENTIFIERS- African Americans; Incarcerated Parents

Based on the view that increasing numbers of mothers who do not fit a narrow traditional image are often maligned, misunderstood, or ignored, this book presents the stories of a diverse group of mothers whose life circumstances place them outside the mainstream. Chapters explore the lives of mothers of exceptional children and biracial children; mothers who seek closeness and connection with their adolescent children; mothers with HIV/AIDS; immigrant, homeless, single, lesbian, adoptive, and adolescent mothers; African American mothers living in poverty; and mothers in prison. Three "conversations" placed among the chapters explore similarities across groups of mothers. The chapters are: (1) "Sidelined No More: Promoting Mothers of Adolescents as a Resource for Their Growth and Development" (Kathy Weingarten); (2) "'Exceptional' Mothering in a 'Normal' World" (Miriam Greenspan); (3) "Homeless: Mothering at Rock Bottom" (Rebecca Koch, Mary T. Lewis, and Wendy Quinones); (4) "Immigrant Mothers: What Makes Them High Risk?" (Marilyn G. Fraktman); (5) "Yes, I Am a Swan: Reflections on Families Headed by Lesbians and Gay Men" (Laura Benkov); (6) "Safeguarding Wordless Voice in a World of Words" (Bonnie Y. Ohye); (7) "He Needs His Father: The Clinical Discourse and Politics of Single Mothering" (Phoebe Kazdin Schnitzer); (8) "Let Me Suffer So My Kids Won't: African American Mothers Living with HIV/AIDS" (Karen Fraser Wyche); (9) "'Real' Mothers: Adoptive Mothers Resisting Marginalization and Re-Creating Motherhood" (Betsy Smith, Janet L. Surrey, and Mary Watkins); (10) "Against All Odds: Resistance and Resilience in African American Welfare Mothers" (Elizabeth Sparks); (11) "Teen Mothers: Countering the Myths of Dysfunction and Developmental Disruption" (Patricia Flanagan); and (12) "Incarcerated Mothers: Crimes and Punishments" (Cynthia Garcia Coll, Janet L. Surrey, Phyllis Buccio-Notaro, and Barbara Molla). (Each chapter contains references.) (KB)

ED 435 465 PS 028 032

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescent Development; *Adolescents; Change Strategies; Child Development; *Children; Daily Living Skills; Drug Abuse; Educational Change; Educational Environment; Elementary Secondary Education; Family School Relationship; Job Training; Literacy Education; Parent Education; Preschool Education; Prevention; *Public Policy; Research Utilization; Resilience (Personality); Student Motivation; *Well Being

In recent years, issues affecting children and youth have received increased attention at the national and local levels, with numerous reports detailing challenges and offering solutions. Targeted toward policymakers, practitioners, scholars, and those seeking understanding of ideas for social and educational reform, this book focuses on promising solutions to problems facing today's children and youth in urban and other settings, with special consideration to education and child development programs, policies, and practices. Each chapter, written by a variety of experts in social, educational, and health sciences, summarizes and integrates research in a particular area and discusses implications of the research for program and policy development. The introductory chapter highlights major themes, and the remaining chapters describe conditions and interventions that enhance prospects of children and youth, focusing on home, school, and community contexts. The chapters are: (1) "Introduction and Overview" (Arthur J. Reynolds, Herbert J. Walberg, and Roger P. Weissberg); (2) "Developmental Theory as a Basis for Policy" (Olivia N. Saracho); (3) "Early Childhood Development" (Douglas R. Powell); (4) "Building Relationships for Learning" (Dorothy Rich); (5) "School-Family Partnerships" (Evanthia N. Patrikakou, Roger P. Weissberg, and Michelle I. Rubenstein); (6) "Using Motivational Theory to Guide School Reform" (Carol Midgley and Martin L. Maehr); (7) "Promoting Safe Educational and Community Environments" (David W. Johnson and Roger T. Johnson); (8) "Preventing Drug Abuse" (Gilbert J. Botvin and Kenneth W. Griffin); (9) "Promoting Excellence in American Adolescents" (Toni Falbo and Robert W. Glover); (10) "Promoting Literacy and the Concept of Possibility" (Vivian L. Gadsden, Wanda Brooks, and Jacqueline K. Jackson); (11) "Preparing Youth for the Work Force" (Stephen F. Hamilton); (12) "Psychological and Educational Resilience" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg). Each chapter contains references. (KB)

ED 435 484 PS 028 070

Blum, Barbara B.; Berrey, Ellen C.
Welfare Research Perspectives: Past, Present, and Future. A View from the Research Forum on Children, Families, and the New Federalism.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Russell Sage Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; Edna McConnell Clark Foundation, New York, NY.; Chase Manhattan Foundations, New York, NY.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Family (Sociological Unit); *Federal Legislation; Immigrants; Research Methodology; *Research Needs;

aspirations and foster a culture of peace; understanding the local, the national, and the global stages and the tensions among them; adult learning for democracy; gender justice; moving from cultural confrontation to intercultural communication; adult learning for an active civil society; adult learning for gender democracy; pedagogical challenges for promoting democracy and a culture of peace; and pedagogical exercises dealing with conflict situations and reconciliation. (YLB)

ED 434 993 CE 079 179

Cultural Citizenship in the 21st Century: Adult Learning and Indigenous Peoples. Adult Learning and the Challenges of the 21st Century. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education. (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 18p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; Bilingual Education; Change Strategies; *Citizenship Education; Civil Liberties; *Cultural Awareness; Cultural Background; *Cultural Pluralism; Educational Change; Educational Needs; *Educational Objectives; Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); Global Approach; *Indigenous Populations; Intercultural Communication; Multicultural Education; Needs Assessment

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines cultural citizenship in the 21st century: adult learning, and indigenous peoples. The booklet begins with an introduction and overview of the current situation of indigenous peoples throughout the world, including recent changes in thinking with regard to indigenous peoples. Three approaches to human rights for indigenous peoples are considered: the concept of universal human rights; the system of protection of minorities within existing states; and peoples' rights to self-determination. The following four pillars of learning with regard to indigenous peoples are explored: (1) learning to be (the right to self-identification and self-definition); (2) learning to know (the right to self-knowledge); (3) learning to do (the right to self-development); and (4) learning to live together (the right to self-determination). The six recommendations for follow-up that conclude the booklet include calls for the following: (1) making basic educational competencies in indigenous languages and in the national and global languages of communication a fundamental entitlement; (2) including bilingual intercultural education in national adult learning systems; (3) having indigenous peoples participate in the design of adult learning opportunities and materials; and (4) addressing indigenous peoples' cultural heritage and histories in curricula. (MN)

ED 434 994 CE 079 180

Minorities and Adult Learning: Communication among Majorities and Minorities. Adult Learning and the Challenges of the 21st Century. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 14p.; For other booklets in this series, see CE 079 178-206.

action as a key component of health promotion policies. Section 4 discusses the closeness between health education and adult learning as reflected in the similarity of goals and principles that characterize both contemporary adult education and health promotion policies. Section 5 focuses on health as a basic human right. Section 6 defines health literacy. Section 7 describes projects in Nepal, Germany, and Bolivia that illustrate the links between health and adult education. Section 8 outlines policies and aims that adult education programs for health promotion should include. (YLB)

ED 435 012 CE 079 198

Adult Education and Population Issues in the Post-Cairo Context. Adult Learning in the Context of Environment, Health and Population. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 179-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adult Education; Cultural Context; *Decision Making; Educational Opportunities; *Empowerment; Family Planning; *Feminism; Foreign Countries; Freedom; Health Education; Individual Power; *Reproduction (Biology); Role of Education; Self Determination; Sexuality; *Womens Education
IDENTIFIERS- Chile; Nigeria

This booklet discusses the future directions of adult education in the field of population issues. Particular emphasis is on the continuing need to interpret the post-1994 Cairo conference paradigmatic shift, from a strictly demographic focus towards a new vision of development and gender rights. Section 1 discusses reproductive rights in the post-Cairo context and the key role adult education should play in providing women and men with the information about their options and in empowering them to make reproductive choices. Section 2 addresses how reproductive choices and information available will be conditioned by different cultural contexts and, in particular, by different belief systems. Section 3 stresses that the subject of sexuality should be treated as private and confidential in the adult learning context. Section 4 focuses on the relationship between men and women and emphasizes that women's empowerment is crucial. Section 5 considers AIDS education and how it is closely linked to issues of reproductive rights, women's empowerment, responsible sexuality, and adult learning. (YLB)

ED 435 013 CE 079 199

New Information Technologies: A Key for Adult Learning? Adult Learning, Media and Culture. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For related documents, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Computer Software Development; *Computer Uses in

intermediate production and transport group. It also has a well-above-average proportion in the tradespersons and related category, indicating it is significantly dependent on the vocational education and training (VET) sector for its skills formation. A disproportionately high number of workers have a trade qualification. Average weekly hours worked are well above the all-industry average. Mining employees are the highest earning workers in Australia. Most employment is found in Western Australia and New South Wales. VET graduates employed in mining rate the relevance of their training quite high. The mining industry spends substantially more per employee on structured training than any other industry. (Four tables are appended.) (YLB)

ED 435 033 CE 079 286

Dumbrell, Tom
Personal and Other Services. Industry Training Monograph No. 17.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 45p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Clergy; Clerical Workers; Cosmetology; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Fire Fighters; Foreign Countries; Graduate Surveys; Job Skills; *Job Training; Labor Force Development; *Labor Needs; national Surveys; Police; Postsecondary Education; Salary Wage Differentials; *Sales Occupations; *Service Occupations; Tables (Data); Vocational Education; Wages
IDENTIFIERS- *Australia

Australia's personal and other services industry is the sixth smallest of the 17 industry divisions in numbers employed. The industry, a collection of quite diverse businesses and services in the public and private sectors, has three subdivisions: personal services, other services, and private households employing staff. The employment level has grown quite strongly and consistently. Part-time employment is more prevalent in personal and other services than in the labor force as a whole. The industry has a slightly higher-than-average proportion of females than the total work force. Most jobs are located in New South Wales and Victoria. The occupational profile shows a low proportion of jobs in managers, administrators, and professionals categories and a relatively high proportion in associate professionals and trade-level occupations. Occupations that show strong growth are prison officers, photographers, gardeners, and computer operators. Demand for hairdressers has risen. The vocational education and training (VET) sector is an important source of skilled workers. There is a greater disparity between male and female full-time earnings in this industry than in any other. VET graduates working in personal and other services rated their technical and further education courses as quite highly relevant to their employment. Employers spend more than the average employer on structured training. (Appendix includes five tables and three charts.) (YLB)

ED 435 034 CE 079 287

Dumbrell, Tom

IDENTIFIERS- *Character Development

Each year more children come to school unprepared to relate appropriately to others and to contribute to a positive school climate. These children seem to have more problems and less ability to cope with the structural environment of the school. Educators tend to agree that many children lack the character traits necessary for healthy, positive growth and development. Many factors contribute to this situation. Family mobility separates people from their extended families; children spend a limited amount of time with their parents or other influential family members; and children often view inappropriately portrayed behaviors on television and in the movies. Schools have identified character education as part of the solution. This book offers character education activities for the classroom than can be integrated into the school day. It presents 52 activities that can be included in social studies, health, and language arts lessons. The activities are designed for counselors, social workers, and other student services personnel to use when working with individuals, small groups, and classroom guidance. Activities focus on responsibility, good citizenship, compassion, cooperation, and character formation. (Contains 7 references.) (JDM)

ED 435 052 CG 029 483

Clark, Betty
When Your Parents Divorce: A Handbook for Children Whose Parents Are Divorcing.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Attitudes; *Childhood Needs; *Coping; *Divorce; Early Adolescents; Elementary Education; Elementary School Students; Family Life; Self Concept; Self Help Programs

This book is designed to help young adolescents cope with the reality of their parents divorcing. It speaks directly to young adolescents and attempts to answer questions that concern their worst fears and anxieties about what a divorce will mean for them. It provides strategies to help them resolve or handle the confusion, hurt, and conflict they are facing. Chapters include: (1) "The Bitter Truth"; (2) "Family History"; (3) "Other Kinfolk"; (4) "Friends"; (5) "The Closed Family"; (6) "The Missing Parent"; (7) "Changes and Money"; (8) "Staying Out of the Middle"; (9) "Some Good Answers"; (10) "Custody"; (11) "The Far, Far Away Parent"; (12) "New Adults in Your Life"; and (13) "A Look Ahead." (JDM)

ED 435 053 CG 029 484

Wasserman, Burt G.
Kids' Stuff: A Workbook about Children Who Are Special in Different Ways.
PUB DATE- 99
NOTE- 84p.; Illustrated by A. E. Reed, III.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adoption; *Affective Behavior; Anger; Anxiety;

Adults"; (6) "Attitudes and Beliefs about Drugs among Young Adults"; (7) "The Social Milieu for Young Adults"; (8) "Prevalence of Drug Use among College Students"; and (9) "Trends in Drug Use among College Students." (Contains 30 tables and 66 figures.) (JDM)

ED 435 072 CG 029 538

Haviland, Diane
The Systematic Teaching and Modeling of Social Skills to Students Exhibiting Disruptive Behavior.
PUB DATE- 99
NOTE- 74p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Patterns; *Behavior Problems; Counseling Effectiveness; Counseling Techniques; Counselor Client Relationship; Counselor Role; Elementary School Students; Elementary Schools; Family Influence; Family Involvement; *Family School Relationship; *Interpersonal Competence; Mentors; Models; Parent Role; Peer Influence; Peer Relationship; Primary Education; School Counselors; School Guidance; Teacher Education

This practicum was designed to help first and second grade students, who had been identified as Division of Youth and Family Service, Pupil Assistance Committee and/or Child Study Team referrals, positively interact with their peers. The four components of the practicum were the systematic teaching of social skills, teacher training, an in-school mentoring program, and increased efforts to improve communication between parent and school personnel. Analysis of the data indicated that the proactive teaching of social skills to students and their respective teachers, combined with a positive mentoring relationship, helped the students learn and practice the necessary skills to enable them to positively interact with their classmates. It reports that regular communication between the home and the school was essential to the development of an environment of trust, which enabled the writer to have a better understanding of the family dynamics, to develop appropriate interventions, and to help provide resources for these children and their families. Findings indicate that parents and guardians became very supportive of the school and began to reinforce rules and establish consequences at home when their children exhibited poor behavior. (Includes 31 references and 4 appendixes.) (Author/JDM)

ED 435 073 CG 029 539

Pianta, Robert C.
Enhancing Relationships between Children and Teachers. School Psychology Book Series.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; Helping Relationship; Improvement Programs; Interpersonal Competence; Intervention; Research Methodology; Social Development; *Social Science Research; *Social Theories;

NOTE- 289p.; Foreword by Richard C. Anderson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- *Diversity (Student); *Early Intervention; Educational Change; *Emergent Literacy; Politics of Education; Primary Education; Professional Development; *Remedial Reading; Research Design; *Research Methodology; *Student Evaluation
IDENTIFIERS- *Clay (Marie); Reading Recovery Projects

Celebrating Marie Clay as a major theorist of child literacy acquisition, this book presents 15 essays by distinguished scholars that reflect on her contributions to the field of early literacy; early childhood, bilingual, and special education; developmental, cognitive, and school psychology; assessment; teacher education; professional development; systemic implementation; and research design. The book notes that her view of accommodating diversity by responding to individual children has permeated all aspects of her work. The book begins with a foreword "Theoretical Foundations for Literacy Acquisition" (Richard C. Anderson), a brief biographical sketch by the editors, and an introduction. Essays in the book are: (1) "Developmental Diversity and Beginning Literacy Instruction at School" (Stuart McNaughton); (2) "There Are 'x' Kinds of Learners in a Single Class: Diversity without Individual Differences" (David R. Olson); (3) "Unpacking Literate Achievement" (Peter Johnston); (4) "Creating Independent Learners" (Barbara Watson); (5) "Reading Recovery: Waves of Influence on Literacy Education" (Billie J. Askew and Janet S. Gaffney); (6) "Language and Literacy as Epistemology" (Bridie Raban); (7) "The Gift of Story" (Charlotte S. Huck); (8) "Writing (Dallas) Cowboys: A Dialogic Perspective on the 'What Did I Write?' Question" (Anne Haas Dyson); (9) "The Young Reader as a Self-Extending System: Motivational and Cognitive Underpinnings" (John T. Guthrie); (10) "What Does Good First Teaching Mean?" (Irene C. Fountas and Gay Su Pinnell); (11) "Revealing and Telling: The Socialisation of Attention in Learning to Read and Write" (Courtney B. Cazden); (12) "Teacher Development: The Best Investment in Literacy Education" (Carol A. Lyons and Gay Su Pinnell); (13) "The Political and the Professional in Education: An Unnecessary Conflict?" (Peter Mortimore and Jo Mortimore); (14) "Theoretical Privilege and Researchers' Contribution to Educational Change" (Viviane M. J. Robinson and James C. Walker); and (15) "Forging an Interactive Relationship among Research, Theory, and Practice: Clay's Research Design and Methodology" (Noel K. Jones and M. Trika Smith-Burke). (RS)

ED 435 093   CS 013 734

Barber, Michael D.; Carmichael, Michele A.; Reynen, Sharon J.
Providing a Literacy-Rich Environment for At-Risk Students.
PUB DATE- 99
NOTE- 104p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Classroom Environment; Elementary Education; *High Risk Students; *Instructional Effectiveness; Reading Improvement; *Reading Instruction; Reading Skills; Reading Strategies; Spelling Instruction; Student Motivation; Writing Improvement; *Writing Instruction; Writing Skills

This report describes a program for developing literacy skills in order to reduce the number of at-risk students in the district administrators, resource officers, students, and parents in creating safe environments where learning is the primary focus. The content is a blend of usable research and successful practice in which exemplary efforts and programs at local, state, and national levels are highlighted. Methods for identifying and assessing school safety needs and developing positive responses to those needs are also provided, as are "dynamite ideas" that highlight successful practices in schools. The text is divided into 5 chapters. Chapter 1 looks at ways to establish a safe environment and examines the effects of school violence, explores strategies for building resiliency, and outlines strategies for assessment and program planning. The second chapter details prevention strategies, such as essential prevention components, whereas chapter 3 establishes crisis-management and intervention strategies and includes information on creating a crisis-management plan and reporting violent incidents. Chapter 4 examines the roots of violence, such as community risk factors, and chapter 5 explores national, state, and local school safety initiative issues. Five appendices feature information on definitions for school incident types, a school-incident report form, and a sample parent and student discipline contract. (Contains approximately 190 references.) (RJM)

ED 435 112 EA 030 084

Robinson, Dalmar, Ed.
Utah Centennial Schools: Profiles of Participating Schools 1998-99.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; Models; Profiles; Program Descriptions; State Aid; *State Programs
IDENTIFIERS- *Utah

This report contains profiles of the 145 schools in Utah that continued to receive funding as second- or third-year Centennial Schools during 1998-99. First enacted into law by the 1993 Legislature, the Centennial Schools Program has developed into a catalyst for change involving over 300 schools in 35 of the state's 40 school districts. The profiled schools span pre-K-12 education and are categorized by the district in which they are located. Each profile includes the name and address of the school, the number of students, the grades covered, the name and telephone number of a contact person, and a program description. Utah's Centennial Schools have accomplished site-based decision-making, school-business partnerships, technology integration, interagency collaboration, student education occupation planning, and other innovations. (Includes an index.) (RJM)

ED 435 113 EA 030 086

Anderson, Lesley
Farewell to Grant Maintained Status: The Future of Self Governing Schools.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

*Principals; *Value Judgment; Work Attitudes; *Work Ethic
This paper examines the effects of principal work values, teacher-job-candidate work values, and principal/teacher work-value interactions on principals' teacher-selection decisions. It extends empirical research about work values by examining the influence of values, operationalized as four work values (achievement, concern for others, fairness, honesty) germane to the school work environment. The document reviews related literature, including values theory, work values in education, and experimental designs for teacher-selection research. The report is based on a study of 115 principals that employed a mixed between-within design approach. The between-group independent variables included the four work values, four principal-candidate work-value interactions, and six principal characteristics such as age and gender. The dependent variable was "principal rating" of a teacher candidate. The Comparative Emphasis Scale measured the dominant work values of the school principals and the between-within factorial design. A stepwise multiple regression was used to regress principal ratings of a teacher candidate on principal and teacher dominant work values and on principal/teacher work-value interactions. The four work-value interactions and teacher work-value achievement accounted for a significant amount of variance in principal ratings of teachers, suggesting that principal work values influence teacher-selection decisions. (Contains 50 references.) (RJM)

ED 435 133 EA 030 117

Eide, Eric R.; Showalter, Mark H.
The Effect of Grade Retention on Educational and Labor Market Outcomes.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Research; Dropouts; *Economics; Elementary Secondary Education; Expectation; *Grade Repetition; *Outcomes of Education; *School Holding Power; Student Welfare
IDENTIFIERS- High School and Beyond (NCES)
This paper examines the decision-making process in retaining a student and the empirical effects of such decisions within an economic framework. The article models the decision to retain a child as a parental decision in which a parent holds a child back because the benefit of retention is higher expected earnings. The costs of retention include deferred entry into the job market and other nonpecuniary considerations. The paper contains an empirical section that uses the High School and Beyond (HSB) data set to examine the effects of retention on the probability of dropping out of high school and on labor market earnings several years after the student has entered the workforce. Information on respondents to the 1980 sophomore cohort of the HSB data set was used. The samples for white males and white females were four to five times as large as their black counterparts. The results show significant differences between males and females who are white and males and females who are black. For all demographic groups, the effect of grade retention on dropping out of high school and on labor-market earnings suggests a negative and statistically significant relationship between repeating a grade and the outcomes. (Contains 34 references and 7 tables.) (RJM)

Hayden, Peggy; Smith, Barbara J.; Rapport, Mary Jane; Frederick, Linda
Facilitating Change in Comprehensive Early Childhood Systems: Collaborative Planning Project for Planning Comprehensive Early Childhood Systems.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; Change Strategies; *Disabilities; *Early Childhood Education; Models; Needs Assessment; Program Development; *Systems Approach

This paper presents a summary of systems change research as it applies to planning comprehensive early childhood service systems. It explains the inter-agency model developed by the Collaborative Planning Project for Planning Comprehensive Early Childhood Systems at the University of Colorado. The model attempts to address system issues such as understanding the current context; articulating a "shared vision"; providing professional development; and ensuring adequate fiscal, human, and facility resources. The model has the following key features: (1) facilitator role; (2) stakeholder involvement; (3) leadership commitment; (4) assessing the current context; (5) visioning; (6) determining priority challenges to address; (7) strategy development and action planning; and (8) plan implementation, monitoring, and evaluation. (Contains 26 references.) (DB)

ED 435 153 EC 307 485

Nelson, Debra
Enhancing Community Options for Families of Young Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Community Programs; Day Care; Demonstration Programs; *Disabilities; Focus Groups; *Inclusive Schools; Interviews; *Preschool Education; Program Development; Program Evaluation; *Social Integration
IDENTIFIERS- Maine; New Hampshire

This report describes activities and accomplishments of the Community Options Project, a 5-year effort to enhance the capacity of eight local communities in New Hampshire and Maine to include young children (birth to age 6) with disabilities and their families in typical early childhood programs and to enhance the quality of these programs for all young children. The project features five major components: (1) state-level advisory committees; (2) community teams; (3) individualized support (both project support of teams and team support of parents and providers); (4) dissemination; and (5) evaluation. Outcomes exceeded expectations and included increased numbers of children and families participating in community programs in witness is the defendant, the situation is potentially more critical. In contrast, deleting these same features from a witness response removes disfluencies, making the witness or defendant appear more confident, and he/she may be potentially perceived more favorably by the jury. (MSE)

ED 435 173 FL 026 025

El-Koumy, Abdel Salam A.
Effect of Instruction in Story Grammar on the Narrative Writing of EFL Students.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Instruction; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Second Language Instruction; *Story Grammar; *Writing Instruction; Writing Skills
IDENTIFIERS- Egypt

A study investigated the effects of explicit versus implicit instruction in story grammar on the narrative writing skills of English-as-a-Foreign-Language (EFL) students at the university level. Subjects were 83 freshmen enrolled in English at the Faculty of Education at Suez Canal University (Egypt). The subjects were randomly assigned to explicit and implicit story grammar instruction conditions. In the explicit condition, students read, analyzed, and imitated 15 story examples; in the implicit condition, students only read the same story examples, focusing on meaning rather than form. The study lasted five consecutive weeks. Subjects were pre- and posttested on story writing. Results indicate that students in the two treatment conditions scored about equally on the pretest, but those in the explicit condition scored significantly higher in the posttest, supporting the value of explicit instruction in story grammar. (Contains 38 references.) (MSE)

ED 435 174 FL 026 026

Cornwell, Steve
Academic Listening in Beijing--A Personal Account.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Curriculum Design; *English for Academic Purposes; Foreign Countries; Higher Education; Instructional Materials; Language Tests; Lecture Method; Listening Comprehension Tests; *Listening Skills; *Notetaking; Personal Narratives; *Second Language Instruction; *Second Language Learning; Testing; Testing Problems
IDENTIFIERS- Authentic Materials; China

A teacher of English in China describes his experiences teaching the listening component of a summer course designed to help 37 doctoral students improve their English skills before beginning an agricultural economics program. In the listening component, students were to gain experience in notetaking while listening to extended academic lectures. Problems associated with this instruction included lack of language laboratory or authentic listening materials, course books more appropriate as teacher resources than texts, and a single book in economics. Course marginally at the end of the third period, suggesting some crystallization of competencies through the student teaching process. Recommendations are made for further research. Contains 30 references. (MSE)

ED 435 196 FL 026 050

Hamdan, Jihad; Diab, Turki
Using Arabic in Testing Reading Comprehension in English.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; *English (Second Language); Foreign Countries; Language of Instruction; Language Proficiency; Language Role; *Language Tests; *Reading Comprehension; *Reading Tests; Secondary Education; *Test Construction; Testing
IDENTIFIERS- Jordan

A study examined the role of the native language (Arabic) in assessing the reading comprehension of learners of English as a second language. Subjects were 60 secondary school students in two comparable classes in Jordan. After receiving instruction for one month using reading material in the prescribed textbook, students were administered a reading comprehension test. One class was given a version with comprehension questions in Arabic, and the other with comprehension questions in English. Results indicate that the Arabic-version group performed better than its English-version counterpart. However, advanced students in each class performed equally well regardless of test version. Implications for native language use in instruction and testing are discussed. Contains 20 references. (MSE)

ED 435 197 FL 026 051

Gutierrez-Rexach, Javier, Ed.; Martinez-Gil, Fernando, Ed.
Advances in Hispanic Linguistics: Papers from the Hispanic Linguistics Symposium (2nd, Columbus, OH, October 9-11, 1998). Volumes 1-2.
PUB DATE- 99
NOTE- 595p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; Diachronic Linguistics; Language Acquisition; Language Patterns; Language Processing; *Language Research; Language Role; Language Usage; *Language Variation; *Linguistic Theory; Morphology (Languages); Phonology; Pragmatics; *Psycholinguistics; Regional Dialects; Research Methodology; Second Language Learning; Semantics; *Sociolinguistics; *Spanish; Syntax; Teaching Methods

Papers from the 1998 Hispanic Linguistics Symposium include: "Patterns of Gender Agreement in the Speech of Second Language Learners"; "'Nomas' in Mexican American Dialect"; "Parsing Spanish 'solo'"; "On Levels of Processing and Levels of Comprehension"; "The Role of Attention in Second/Foreign Language Classroom Research: Methodological Issues"; "The Role of Templates in the Acquisition of Phonology"; "On Interpreting Generic Pronouns in Spanish"; "Forms of Address in the Commercial Spanish of Five Latin American Cities"; "Reexamining Spanish Glides: Analogically Conditioned Variation in Vocoid Sequences in Spanish Dialects"; "On the Non-Occurrence of the Phone r in the Spanish Sound System"; "Official Use of the

*College Faculty; Comparative Analysis; *Economics; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 2,709 college faculty in the field of business/managerial economics for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in business/managerial economics for public institutions was 15.6 percent higher than the average salary for faculty in all major fields in 1995-1996 and 17.6 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in the field for private institutions was 9.7 percent higher than the average salary for faculty in all major fields in 1995-1996 and 8.4 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, business/managerial economics faculty in public and private institutions received average annual salary increases of 1.7 percent and 1.5 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 218 HE 032 436

Howe, Richard D.
Salary-Trend Study of Faculty in Chemistry for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 8,270 college faculty in the field of chemistry for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in chemistry for public institutions was 6.2 percent higher than the average salary for faculty in all major fields in 1995-1996 and 5.1 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in the field for private institutions was 2.5 percent higher than the average salary for faculty in all major fields in 1995-1996 and 1.4 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, chemistry faculty in public and private institutions received average annual salary increases of 0.7 percent and 0.5 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 219 HE 032 437

year colleges and universities. Data for the baseline year 1995-96 and the 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average library science faculty salaries for all participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A brief summary of the data follows. A concluding section compares library science salary trend information for public and private institutions for the 2 study years with trend information for all fields and to the Consumer Price Index. It notes that average library science faculty salaries in 1995-96 in public and private institutions were, respectively, 21.2 percent and 30.5 percent below those of all ranks in all major fields; in 1998-99 these averages fell, respectively, to 4.7 percent and 31.4 percent. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 240 HE 032 458

Howe, Richard D.
Salary-Trend Study of Faculty in Marketing Management and Research for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Distributive Education; Higher Education; Intellectual Disciplines; *Management Development; *Marketing; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs; Market Research

This report, covering 2,892 marketing management and research faculty, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the trend year 1998-99 were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for all participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, for both public and private institutions about average marketing management/research faculty salaries in 1995-96 were about 23 percent higher than those for all ranks in all major fields; in 1998-99, salaries in public institutions were 25.6 percent higher and those in private institutions were 21.7 percent higher. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 241 HE 032 459

Howe, Richard D.

ED 435 260 HE 032 478

Howe, Richard D.
Salary-Trend Study of Faculty in Teacher Education, Specific Academic and Vocational Programs for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1998-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *College Faculty; Comparative Analysis; General Education; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Analysis; Tables (Data); *Teacher Education; *Teacher Salaries; Technical Education; Trend Analysis; Vocational Education Teachers
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 4,979 faculty in teacher education, specific academic and vocational programs, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average teacher education faculty salaries in public and private institutions were, respectively, 12.8 percent and 19.2 percent below the average for all ranks in all major fields. In 1998-99, these averages were, respectively, 7.3 percent and 23.1 percent below the average across fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 261 HE 032 479

Howe, Richard D.
Salary-Trend Study of Faculty in Visual and Performing Arts for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1998-96 and 1998-99, see HE 032 427 479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; *Theater Arts; Trend Analysis; *Visual Arts
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 2,783 faculty in visual and performing arts, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected and staff, and includes an organization chart. The section on public institutions lists board members and key executives for the state's nine state universities, the Illinois Community College Board, and each of the state's community colleges. The section on independent institutions provides the names, addresses, and presidents of not-for-profit colleges and universities and for-profit institutions. The section on other state agencies and educational organizations provides contact information and lists key personnel of eight other state agencies and educational organizations, including the State Board of Education, the Illinois Student Assistance Commission, and the State Universities Civil Service System. The directory concludes with maps keyed to indicate the geographic location of both public and independent institutions in the state. (DB)

ED 435 283 HE 032 501

Kochan, Frances K.; Mullen, Carol A.
New Directions in Higher Education: Expanding the Possibilities of Collaborative Authorship.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; Higher Education; *Teacher Collaboration; *Writing for Publication
IDENTIFIERS- *Collaborative Research

This paper examines the issue of collaborative authorship in academia by specifically addressing fairness and equity in name ordering and by reexamining the present conventions used to designate credit. It offers scholars a framework for thinking about collaboration, negotiating the authorship terms of the working relationship, and assigning appropriate credit for work accomplished. After a discussion of the benefits and problems of collaboration, the paper suggests seven parameters for any collaboration. It then goes on to reject two common strategies currently used to denote joint authorship, alternate naming and alphabetical order, proposing three alternatives: displaying the names in a linear graphic form; displaying names in a circle, with both names beginning on the left at the equator, then one circling to the right along the top of the circle and the other circling along the bottom; and using an equal sign between names. This last suggestion is seen to be technically simple enough to be implemented both in publications and citations. (Contains 23 references). (DB)

ED 435 284 HE 032 502

Ambrosio, Tara-Jen; Schiraldi, Vincent
Trading Classrooms for Cell Blocks: Destructive Policies Eroding D.C. Communities. Policy Report.
SPONS. AGENCY- Public Welfare Foundation, Washington, DC.
PUB DATE- 97
NOTE- 17p.; Funding also provided by the Center on Crime, Communities, and Culture, New York.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Correctional Institutions; *Educational Finance; Higher Education; Long Range Planning; Resource Allocation; *State Aid; State Universities; Trend Analysis

for Success" (Diane W. Strommer); (5) "Approaches to Group Learning in the New-Student Seminar" (Joseph B. Cuseo); (6) "Facilitating a Group" (Constance Staley); (7) "Ensuring the Success of Faculty Training Workshops" (Mary Stuart Hunter and Joseph B. Cuseo); (8) "The Teaching Experience: A Faculty Development Workshop Series at the University of South Carolina" (Dan Berman and Mary Stuart Hunter); (9) "Assessment and Evaluation of Instructor Training Programs" (Joseph B. Cuseo); and (10) "Outcomes and Future Directions of Instructor Training Programs" (Mary Stuart Hunter and John N. Gardner). Appendices include a bibliography, which contains 40 references, and a list of institutions that offer first-year seminar instructor training. (Individual papers contain references.) (DB)

ED 435 305 HE 032 523

Dinham, Steve; Scott, Catherine
The Doctorate: Talking about the Degree.
SPONS. AGENCY- Western Sydney Univ., Nepean (Australia).
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *Doctoral Degrees; Foreign Countries; *Graduate Study; Graduate Surveys; Higher Education; Qualitative Research; School Holding Power; Student College Relationship; *Student Development

This qualitative study examined experiences of 139 individuals with doctoral degrees to identify factors that inhibit and/or facilitate students' success in doctoral programs. The study used an e-mail survey which asked about personal background, entry/structure of degree, university/other support, supervision of program, the process, and overall effects. Individual chapters of the report discuss the overall design of the investigation, the participants and their backgrounds, entering a doctoral program, completing the doctorate, formal and informal aspects of the process, overall effects of the doctoral experience, and learning from and improving the doctoral experience. Factors identified as hindering doctorate completion included financial difficulties, family lifestyle problems, cultural difficulties and isolation, and problems dealing with university administration. Suggestions for improving doctoral programs and the doctoral experience address the importance of a pro-active, sympathetic approach to student recruitment; induction into the academic community and the relevant discipline; meeting the needs of a diverse student population; better linking of students and faculty members; preparation and support for supervisors; clarification of roles and expectations; power relationships and politics; flexible pathways; feedback and validation; and maintaining relationships beyond completion. (Contains 10 references.) (DB)

ED 435 306 HE 032 524

Clery, Suzanne
Non-Instructional Staff in Higher Education.
PUB DATE- 98
NOTE- 10p.; Data are from the National Center for Education Statistics report: "Fall Staff in Postsecondary Institutions, 1995" and the "Digest of Education Statistics 1997."

the State University NJ; University of Maine
This document offers guidance to college housing officers in implementing substance-free campus housing. The guide offers reasons for supporting the establishment of substance-free residence halls; provides evidence that such living areas benefit both students and the college; and offers suggestions for setting up and maintaining substance-free housing. One section of the report covers starting substance-free housing areas, including finding a leader, conducting a needs assessment, involving all pertinent parties, developing a proposal, anticipating questions and concerns, and picking the location. Other sections cover recruiting and screening applicants, contracts with students, selecting and training housing staff, special programming, enforcing rules, and evaluation. Four case studies are presented: two of fraternities that have become substance-free (the University of Maine and Indiana University); and two of "recovery" housing at Rutgers University (New Jersey) and Dartmouth College (New Hampshire). A resource list and list of related publications are appended. (Contains 11 endnotes.) (CH)

ED 435 326 HE 032 546

Scherrens, Maurice W.
Maximizing Service Provider Relationships: Best Practices through Blended Management.
SPONS. AGENCY- Collegis, Maitland, FL.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Delivery Systems; *Educational Economics; Efficiency; Evaluation; *Facilities; Facility Planning; Higher Education; *Institutional Administration; Needs Assessment; Organizational Effectiveness; Performance Contracts; Resource Allocation; *Services
IDENTIFIERS- *George Mason University VA; Outcome Based Performance Measures; *Outsourcing
This book examines the institutional movement toward outsourcing support services, focusing on the development of outcome-oriented performance indicators and continuous self-assessment. Using 125 "lessons" based on support service theories, philosophies, and practices at George Mason University (Virginia), which collectively are termed "blended management," the book attempts to demystify outsourcing, help institutions cultivate a "culture of change," and show how George Mason staff and its outsourcing partners have improved services at the university. In Part 1, three chapters cover such topics as embracing change, how to develop requests for performance, assessing the proposals received, and signing the contract. Part 2 offers a five-step approach to blended management, including: (1) identifying the potential universe of service; (2) determining the rationale for services; (3) evaluating performance of services; (4) identifying effective leaders and determining best practices; and (5) making the decision to restructure, discontinue services, outsource, or stay with current operations. In Part 3 a final chapter defines the key components of a successful outsourcing partnership, including regular communication, joint responsibility for both the process and the result, and an understanding that the

about assessment. Another gap is found in the literature on restructuring. The literature on tenure remains historical or theoretical, with little empirical research; literature on the changing role of faculty follows the attention given to workload, assessment, restructuring, and tenure. Related to public accountability is research on diversity-related issues. (Contains 27 references.) (JM)

ED 435 345 HE 032 568

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Finance. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Finance; Endowment Funds; Financial Support; *Higher Education; Literature Reviews; Money Management; Private Financial Support; School Business Relationship; State Federal Aid; Tuition

The literature on financial issues in higher education is limited. Six major themes in the literature in 1996 include the reduced federal role and increased state role in funding; managing costs, including deferred maintenance and capital spending in times of shrinking resources; concern about rising tuition and its impact on access; concern about changes in funding, e.g. business/private sources and the reduction in state funding and the resulting impact on institutional mission; the management of endowments; and international comparisons of institutions of higher learning. The literature reflects the shift from federal to state responsibility for allocating educational resources, as well as the shift from funding formulas to accountability and productivity. A number of articles from the public and business sectors call for reducing costs and controlling expenses, but there is virtually no literature from the higher education sector on this issue. A major study on trends in higher education finance presents data from an ongoing study of tuition discounting at 270 independent colleges and universities. Other studies review mission versus sponsor issues, management of endowments, and how higher education is financed internationally. Issues not addressed in the literature include the increasing importance of fund-raising as state funding shrinks; strategic planning in a time of shrinking resources; debt financing; and creative budget strategies. (Contains 25 references.) (JM)

ED 435 346 HE 032 569

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Graduate and Professional Education. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC

many of the common challenges faced both in and outside the classroom. Chapters include "Getting Ready," which covers three discrete components of course design: deciding what you want students to learn, choosing effective course materials, and creating a clear and informative syllabus; "The First Weeks" (classroom dynamics and dealing with passive and disruptive students); "Classroom Discussions" (debates, panel discussions, and other forms of collaborative learning); "The Art and Craft of Lecturing" (preparing, delivering, and encouraging student participation); "Student Writing and Research" (independent projects, setting standards and deadlines, dealing with plagiarism, evaluation and grading); "Testing and Evaluation" (planning for examination, preparing students for exams, missed examinations, constructing exams, cheating, grading); "Evaluating Your Teaching" (forms of evaluation, constructing and administering evaluations, using intermediaries, responding to evaluations, finding campus teaching resources); "Teaching as a Graduate Student" (relationships with professors and students, resolving student disputes, plagiarism and cheating, ethical dilemmas); and "Teaching Inclusively in a Multicultural Age" (challenges and opportunities of diversity, political correctness). A final chapter offers information on electronic teaching resources. An afterword notes some of the rewards of teaching. (Contains approximately 75 references.) (CH)

ED 435 366 HE 032 589

NCAA CHAMPS/Life Skills Program.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Athletes; *College Athletics; College Programs; College Students; Daily Living Skills; Higher Education; Program Descriptions; Program Implementation; Student College Relationship; *Student Development
IDENTIFIERS- National Collegiate Athletic Association

This brochure describes the Challenging Athletes Minds for Personal Success (CHAMPS)/Life Skills program that was launched by the National Collegiate Athletic Association (NCAA) in 1994. The program was created to support the student development initiatives of its member institutions and to enhance the quality of the student-athlete experience within the university setting. The NCAA provides institutions participating in the program with instructional materials and resources that support student-athletes' development in academics, athletics, personal life, career, and community service. Participating institutions can attend orientations and conferences designed to enhance the academic, personal, as well as athletic development of student-athletes. As of July 1999, there were 293 participating institutions in the CHAMPS/Life Skills program, 109 of which were Division I-A colleges. Sections of the report cover: history of the program, a description of the program, resources available, development opportunities, starting a program, instructional resources, a list of participating institutions by division status, and the application process. (JM)

ED 435 367 HE 032 590

Sugrue, Thomas; Foner, Eric; Camarillo, Albert; Gurin, Patricia;

technology subject areas have the highest match rate; (2) match rate in the social sciences is much lower than that of sciences and technology subject areas; and (3) title keyword is an effective alternative to subject headings in sciences and technology subject areas. Among the 10 Dewey divisions, the 500 division, natural sciences and mathematics, has the highest subject heading exact match, a rate of 56.2% in this study. The 800 division, disciplines in literature and rhetoric, accounts for the lowest percentage of subject exact match, 19.04%. (Author/MES)

ED 435 387 IR 057 537

Christian, Mary R.
Publishing Trends in Juvenile Collective Biographies Emanating from the Worthington Public Library Collection.
PUB DATE- 98
NOTE- 35p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Biographies; *Childrens Literature; Comparative Analysis; Demography; *Individual Characteristics; *Library Collections; Occupations; Public Libraries; Publishing Industry; Racial Differences; Sex Differences; Tables (Data); Trend Analysis
IDENTIFIERS- National Origin; Ohio (Worthington)

The purpose of this study is to note patterns in the publishing of collective biographies at the juvenile level in order to uncover trends with regard to gender, race, occupation, and nationality of individuals in these volumes. Worthington Public Library (Ohio) has a well-established collection of collective biographies ranging in years from 1958-98. As this library is a well-funded, medium-sized library, it is an excellent microcosm for study. A database of the juvenile collective biographies has been completed. In this database, 130 sources published from 1977-97 were recorded and subjects listed. A total of 3,048 subject entries were entered concerning the 130 sources. A subject entry may be an individual or a subject area connected with an individual. Eighty of the sources fall into the time frame of this study; fourteen of these were published from 1977-87, and sixty-six were published from 1988-97. Charts have been created presenting information for both decades represented. The charts reveal information about the sources with regard to occupation, race, nationality, and the sex of individuals portrayed in the biographical sources. This study reveals the similarities and differences between the two decades with regard to these demographic classifications. A list of the collective biographies used for the study is appended. (Contains 13 references.) (Author/MES)

ED 435 388 IR 057 538

Westall, Susan
The Development of a Bio-Bibliography for Ursula Parrott with Indexing and Navigation Tools in Printed and Web-Based Versions.
PUB DATE- 99
NOTE- 87p.; Master's Research Paper, Kent State University. The computer diskette of Web pages is not provided by EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Authors; Biographies; Comparative Analysis;

are being implemented to educate systems librarians both within and outside of library school departments through integration of information technology and information science curriculum enhancements, information science program additions, and departmental merging with other information science departments. Appendices contain a job title listing for different cities and Internet, LISTSERV and World Wide Web resources for job ads. Contains 17 references. (Author/MES)

ED 435 408 JC 000 001

Byrd, Theresa S.
Total Quality Management Implementation in Three Community College Libraries and/or Learning Resources Centers.
PUB DATE- 97
NOTE- 384p.; Ed.D. Dissertation, University of Virginia.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Libraries; *Community Colleges; *Learning Resources Centers; *Library Administration; Library Development; Organizational Development; Organizational Effectiveness; Quality Control; School Libraries; *Total Quality Management; Two Year Colleges
IDENTIFIERS- Columbia State Community College TN; Delaware County Community College PA; Guilford Technical Community College NC

This study examines the implementation of Total Quality Management (TQM) in the Library/Learning Resources Centers (LRC) of Columbia State Community College, Columbia, Tennessee; Delaware County Community College, Media, Pennsylvania; and Guilford Technical Community College, Greensboro, North Carolina. To place the LRCs' TQM experiences in proper context, the institutions' overall TQM experiences were also studied. The purpose of the investigation was to determine how TQM has been implemented in community college libraries/LRCs and to describe ways in which it is assisting community college librarians and/or LRC personnel in attaining effective management as well as improving their service-orientation, staff development, organizational structure, and utilization of technology to meet the demands of their communities. The goals of this study are to do the following for community college librarians and LRC personnel: (1) to provide them with information about how TQM as a management philosophy is being used in community college LRCs; and (2) to aid them in determining if TQM is an effective management in terms of its ability to deal with organizational change and problems in community college LRCs. This qualitative study, based on data from interviews, employs descriptive information to present the LRCs' TQM experiences in a real-life context. Moreover, a multiple-case replication design was used to provide a comparative analysis of TQM implementation in the three community college LRCs. Contains 297 references. (AUTH/RDG)

ED 435 409 JC 000 002

Paneitz, Becky
Community College Students' Perceptions of Student Services Provided When Enrolled in Telecourses.
PUB DATE- 97
NOTE- 128p.; Ph.D. Dissertation, Colorado State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Advising; Access to Education; Ancillary

College (Kansas) was honored for the "Technology Enrichment Cooperative," a 1-week computer training institute for students who go on to provide technology support for the college. Section 3, "Award for Exemplary Initiatives in Partnerships and Linkages," relays that Montgomery College (Maryland) was honored for "Future Focus: A Model Community College-School District Partnership to Improve College Readiness." Northeast Iowa Community College was honored for "Partnership Writing Seminar: Community College and High School Writers Collaborate program." Section 4, "Award for Exemplary Initiatives in Changing the Campus Climate and Culture," states that Fayetteville Technical Community College (North Carolina) was honored for "Changing the Campus Climate and Culture with Quality Curriculum Infusion." Each section also describes the programs at one or two colleges receiving honorable mentions, and presents the submissions from all colleges. A total of 129 programs are described. (RDG)

ED 435 428 JC 990 680

Edelstein, Mark G.
Presentation on Transfer and Articulation to Little Hoover Commission (Sacramento, California, March 25, 1999).
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; Articulation (Education); *College Role; *College Transfer Students; Community Colleges; Higher Education; Institutional Cooperation; *Student College Relationship; Student Motivation; *Student Needs; Success; *Transfer Policy
IDENTIFIERS- California; *Diablo Valley College CA

This report provides a profile of Diablo Valley College (DVC) in California as a transfer institution. According to the California Postsecondary Education Commission (CPEC), DVC has been among California's top three transfer institutions for the past 4 years. The college sends more than 2,000 students a year to baccalaureate programs, and after transfer, DVC students generally do as well or slightly better than students who begin their academic careers at four-year institutions. In 1995-96, almost 40% of DVC's 436 transfers to the University of California system were minority students, and 31% of transfers to the California State University system were minorities. Reasons for DVC's success include: (1) the quality of the college's faculty; (2) strong articulation agreements with universities; (3) research on the effectiveness of the transfer programs, in which barriers to student transfer are identified and alleviated; and (4) the college's reputation, which draws serious students and encourages the partnership of four-year institutions. This document describes a number of practices in higher education institutions that lessen transfer effectiveness, and suggests ways to make them more efficient, such as developing a common course numbering system. The author states that most schools aren't as effective with transfer students as DVC, and recommends that the current system be less complicated and more attentive and encouraging to students. (EMH)

ED 435 429 JC 990 681

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Family Environment; Family Life; Family Problems; *Family Relationship; Family (Sociological Unit); *Interpersonal Communication; Interpersonal Relationship; Parent Child Relationship; *Parents; Preadolescents; *Spouses
IDENTIFIERS- *Family Communication; *Family Communication Pattern; Family Crises; Family Research

The quality of the parent-parent relationship is considered as an important factor for managing stressful family crises. The assumption in this study is that specific patterns of parent-parent communication make it easier or more difficult to adjust to changes in the family that are required when the first child enters early adolescence. In a longitudinal study, 42 two-parent families were investigated at home over 3.5 years. Adolescents rated two aspects of their parent-child relationships and two self-related topics. During the first, fourth, sixth, and eighth waves, discussions of everyday issues in three dyads of the same family (mother-father, mother-child, and father-child) were videotaped and coded subsequently with regard to formal, verbal, and non-verbal aspects. In order to differentiate patterns of parent-parent interaction, two aspects of mothers' communication behavior were selected. The first indicates verbal assertion (statements), and the second indicates emotional alarm (high tension). A cluster analysis yielded three groups with divergent communication behaviors that can be described as blocked, expressive, and balanced. Overall, findings suggest that different communication patterns in the parental couple are linked to divergent changes in the observed parent-child communications as well as to adolescents' representations of themselves and their relationships to their parents. (Author/DLH)

ED 435 447 PS 027 987

Kentucky School Updates: A ParentCitizen Guide for 1999-2000.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational Environment; Educational Facilities; Elementary Secondary Education; Equal Education; High Risk Students; *Institutional Characteristics; Parent Participation; Preschool Education; Professional Development; School Administration; School Districts; School Funds; *School Law; School Organization; *School Policy; School Role; School Safety; *State Legislation; State Regulation; *State Standards
IDENTIFIERS- *Kentucky; School Rules

This annual report is intended to assist parents and citizens to stay informed on the changes in Kentucky schools. The document also is intended as a reference source for information concerning specific programs or areas of interest in Kentucky schools. Most sections provide information concerning the following: basics of the law; what is new in the current year; what parents and citizens might expect to see as a result of changes; how to become involved; and a list of sources for more information. Specific updates addressed in the guidebook

Landerholm, Elizabeth; Karr, Jo Ann; Mushi, Selina
A Collaborative Approach to Family Literacy Evaluation Strategies.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 99
NOTE- 21p.; Paper presented at the European Conference on Reading (11th, Stavanger, Norway, August 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Emergent Literacy; *Evaluation Methods; *Family Literacy; Family School Relationship; Parents; Program Evaluation; Young Children
IDENTIFIERS- *Collaborative Evaluation; Even Start

A collaborative approach to program evaluation combined with the use of a variety of evaluation methods using currently available technology can yield valuable information about the effectiveness of family literacy programs. Such an approach was used for McCosh Even Start, a federally-funded family literacy program located at McCosh School in an inner city Chicago neighborhood, a partnership between Northeastern Illinois University and the Chicago Public Schools. The program is comprised of an adult literacy component and a parent-child component. The adult literacy component includes computer instruction, photography and video classes, a parent club for literacy career development skills, and parent field trips. The parent-child component includes home visiting, an after-school family literacy program, parent-child field trips, computer classes, and the use of videotaping and photography to document learning. Computers, video technology, and photography were used as literacy development tools, but also to document the literacy progress of parents and children. Evaluation used to show literacy improvement included video documentation, interviews, parent interest questionnaires, observations, book logs, photo collections with personalized captions, portfolios, information reading inventories, and parent self-evaluations. Based on evaluation findings, it was concluded that the evolving, continuous feedback model of evaluation made it possible to use a wide range of evaluation strategies to obtain an authentic picture of the program's strengths and weaknesses and made it possible to make changes as a result of all participants' feedback, and to approach target goals. (Contains 30 references.) (KB)

ED 435 466 PS 028 034

Baker, Linda; Sonnenschein, Susan; Serpell, Robert
A Five-Year Comparison of Actual and Recommended Parental Practices for Promoting Children's Literacy Development.
SPONS. AGENCY- National Reading Research Center, College Park, MD.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). "In K. Roskos, 'Early Literacy at the Crossroads: Policy, Practice, and Promise.'"
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy;

*Research Problems; *Welfare Recipients
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Welfare Reform

Research findings are providing increasingly valuable information about the effects of welfare changes on families receiving public assistance. This working paper outlines past and current research activities related to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), describes research reports scheduled for future publication, and identifies questions and issues to be addressed. Following an executive summary delineating research findings most pertinent to PRWORA's objectives and identifying new research expected to yield significant findings, the paper presents information on the Forum's research clearinghouse and lists the projects described in its database. The paper gives examples of insights from research into implementation and early impact of welfare reform and identifies subgroups that are emerging within the Temporary Assistance for Needy Families (TANF) population. The paper describes federally-sponsored projects on specific groups, including children and rural families. In addition, the paper identifies research needs, including increased focus on effective interventions for TANF participants who do not enter employment, who are affected by sanctions, and who are long-term "stayers." Finally, the paper identifies emerging research issues, including promoting well-designed, rigorous research; enhancing current research activities; examining specific populations; and testing special interventions. The paper concludes by noting that documented progress in research deserves recognition and that findings should be applied to public policy and practice activities. A list of welfare-related research organizations is appended. Contains approximately 300 references. (KB)

ED 435 485 PS 028 071

Quality in Action = Te Mahia Whai Hua: Implementing the Revised Statement of Desirable Objectives and Practices in New Zealand Early Childhood Services.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Educational Practices; *Educational Quality; Foreign Countries; Maori (People); National Curriculum; Preschool Children; *Preschool Curriculum; *Preschool Education; Teaching Methods
IDENTIFIERS- New Zealand

Recognizing the contributions of quality early childhood education in providing a foundation for children's later learning and in supporting families, the New Zealand government developed Desirable Objectives and Practices (DOP), requirements to enhance quality in chartered early childhood programs. This publication was developed to assist management and educators in New Zealand early childhood services to implement the 1996 revised Statement of Desirable Objectives and Practices, which convey the government's expectations for the standard of education and care that early childhood services provide. The introduction describes the New Zealand context for early childhood education and explains the relationship of the DOPs to practice within "kohanga reo" and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Change Strategies; *Civil Rights; Classroom Techniques; Community Education; Conventional Instruction; Cultural Pluralism; Educational Change; Educational Improvement; Educational Legislation; Educational Needs; Educational Policy; *Educational Strategies; *Equal Education; Foreign Countries; Informal Education; Learning Processes; *Minority Groups; *Multicultural Education; Needs Assessment; Nonformal Education; Resource Allocation; State of the Art Reviews; Systems Approach

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines communication among minorities and nonminorities in adult education programs. The booklet begins with a sketch of the situation of minority group members around the world and a list of 10 ways education policy and legislation can advance minority rights. Discussed next is the importance of allocating resources for education so that the different levels of need and different barriers in areas are taken into account. The importance of recognizing minorities' learning systems is underscored. The following are among the eight recommendations for adult learning by and for minority communities: (1) include minority knowledge, culture, language, religion, lifestyle, and history in curricula in a manner promoting mutual respect and understanding between communities; (2) recognize the role and value of minorities' traditional out-of-school learning processes; (3) link educational activities with minorities' local economy, geography, and demography; (4) teach through different media; and (5) promote minorities' participation in an active learning environment. Concluding the booklet are lists of six elements of intercultural learning, nine formal and informal methods of intercultural adult learning, and three areas of follow-up in adult learning. (MN)

ED 434 995 CE 079 181

Universities and the Future of Adult Learning. Improving Conditions and Quality of Adult Learning. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 18p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Community Education; *Continuing Education; Definitions; Economic Change; Educational Change; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Indigenous Populations; *Lifelong Learning; Minority Groups; Partnerships in Education; School Business Relationship; Social Change; Student Needs; Trend Analysis; *Universities
IDENTIFIERS- Australia; India; South Africa

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines the role of universities in adult learning. The booklet begins with a brief overview of the conference workshop on which it is based. The following issues and challenges facing universities are considered: inequalities within universities; the need for

Education; Developing Nations; Educational Needs; *Educational Technology; Foreign Countries; Information Dissemination; *Information Technology; Outreach Programs; *Policy Formation; *Public Policy; *Technological Advancement; Technology Transfer

This booklet examines new learning technologies' place in providing opportunities for the democratization of education, for enhancing learner-centered flexibility, and for reaching out to unserved communities. It also raises questions as to who controls technology, and why, how, and for whom the technologies are being used. The booklet concludes that the main problem in the development of new technologies is not whether they can be used but how to ensure wide access to information. Recommendations made by workshop participants include the following: (1) governments should not reduce their support for social and cultural public services; (2) all countries should be not merely consumers but also producers of software; (3) software and courses should reflect national and local identities as well as cultural requirements; (4) new technologies and conventional ones should be integrated; and (5) the dissemination and use of information technology should be open to public debate. (KC)

ED 435 014 CE 079 200

Museums, Libraries and Cultural Heritage: Democratising Culture, Creating Knowledge and Building Bridges. Adult Learning, Media and Culture. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 19p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Cultural Activities; Cultural Awareness; *Cultural Influences; *Cultural Maintenance; Cultural Opportunities; Cultural Relevance; Developing Nations; Educational Needs; *Educational Resources; Foreign Countries; Informal Education; *Library Extension; *Library Role; Library Services; *Museums; Partnerships in Education; Policy Formation; Public Policy; User Needs (Information)

This booklet examines the role of museums and libraries in providing adult education, both as informal individual learning as well as structured learning activities for groups of learners. The booklet presents an overview of how museums and libraries offer different types of educational opportunities for adults. Most museums have pedagogical programs, including gallery talks, lectures, guided tours, and publications for distribution. In addition, visitors can engage in individual informal learning by touring the museum alone. Museums and libraries also offer structured courses and partner with schools to provide longer-term educational opportunities for adults as well for traditional-age students. The booklet concludes that museums and libraries are special sites of learning that offer open-ended learning situations that can provide a range of meaningful experiences for adults. The following recommendations are made to enhance and bring to the fore the contributions of museums and libraries to adult education: (1) such institutions need to be strengthened and appropriately funded in order to develop as adult learning resources; and (2) the conservation and use of cultural heritage as a lifelong learning resource needs to be promoted and methods and techniques for strengthening heritage and

Property and Business Services. Industry Training Monograph No. 12.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 43p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Architecture; Computers; *Consultants; Education Work Relationship; Employed Women; *Employment Patterns; Employment Projections; Employment Qualifications; Employment Services; Engineers; Foreign Countries; Graduate Surveys; Job Placement; Job Skills; *Job Training; Labor Force Development; *Labor Needs; National Surveys; Postsecondary Education; Professional Occupations; *Real Estate Occupations; Researchers; Salary Wage Differentials; Secondary Education; *Technical Assistance; Technology Education; Vocational Education; Wages
IDENTIFIERS- *Australia

Australia's property and business services industry is its third largest industry and has been the fastest growing industry over the last 10 years. The industry is composed of a diverse range of activities, including real estate sales, legal and accountancy practices, employment placement services, labor and equipment hire, scientific and market research companies, computing consulting services, and technical services in engineering, surveying, architecture, and pest control. Employment is relatively more concentrated in Victoria, New South Wales, and Western Australia. The industry is notable for having almost one-third of its work force in the professional group and a further 13.6 percent in the associate professional group. Below-average level of earnings for nonmanagerial earnings was fully explained by females in the industry earning well below their male counterparts. The same inequality was evident in full-time managerial earnings. Satisfaction with the relevance of their vocational education and training course was quite high for the graduates working in property and business services, contrasting with the criticism by employers of the relevance of the course content. Employers have reduced their level of training provision between 1993 and 1996 by about 15 percent, much more than employers across all industries. (Appendix includes five tables.) (YLB)

ED 435 035 CE 079 288

Dumbrell, Tom
Retail Trade. Industry Training Monograph No. 7.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 41p.; For other Industry Training Monographs, see CE 079 276-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Distributive Education; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Graduate Surveys; Job Skills; *Job Training; Labor Force Development; Labor Needs; National Surveys; Part Time Employment; Postsecondary Education; *Retailing; *Sales Occupations; Tables (Data); Technology Education; Vocational

Children; Death; Disabilities; Elementary Education; *Emotional Experience; *Emotional Problems; Family Problems; Fear; Hyperactivity; Individual Development; Learning Disabilities; Nightmares; Preadolescents; Race; *Stress Management

This workbook is designed to help children deal with issues they might be forced to confront because of certain circumstances in their lives. These are often tough issues that deal with strong emotions. Children who are hurting emotionally often have to deal with life issues before they have attained the developmental level where they would normally be equipped to do so. A second purpose of this book is to familiarize all children with these difficult issues, which are usually dealt with by parents, counselors, and teachers. Therefore, this workbook is also meant as a prevention tool. Written for parents, teachers, and counselors, this workbook is to be used with children from the ages of 6 to 12. It aims to prepare some children to be more tolerant and empathic to children who are different from them. For other children, it provides coping strategies to deal with the life stresses they may be experiencing. Because of the variety of issues addressed, this workbook can also be used by counselors as a screening tool to get individual children talking about subjects that previously have not been discussed. Includes sections on family changes, adoption, disabilities, learning difficulties, race, death, hyperactivity, anger, nightmares, and fears. (GCP)

ED 435 054 CG 029 485

Boatwright, Becki H.; Mathis, Teresea A.; Smith-Rex, Susan J.
Getting Equipped To Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in the Schools.
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aggression; Behavior Modification; *Bullying; Children; Educational Environment; Elementary Secondary Education; Empowerment; Intervention; Mental Health; *Peer Relationship; Prevention; *School Safety; Self Control; *Self Esteem; *Student Empowerment; Violence

This book asserts that bullying is the basis of many life problems for children, particularly low self-esteem, abuse, and violence. This book's program aims to provide an understanding of the dynamics of bullying and to empower children to recognize and deal with bullies at a young age in order to alleviate the possible development of problems stemming from being bullied. The first part of the book is intended to help both bullies and victims deal with bullying and school violence. The book is designed to be user friendly for children, with vocabulary and illustrations to help children understand bullying and school violence. The second part of the book focuses on practical ideas victims and bullies can use to get equipped to stop bullying. This portion of the book is interactive, providing activities and mental health projects meant to be practical and thought provoking. The third part of the book contains intervention tools and ideas for adults to use while working with students to prevent bullying and school violence. (Contains 12 references.) (GCP)

ED 435 055 CG 029 486

Martin, Craig; Lehr, Judy

*Teacher Student Relationship; Teachers

This book aims to provide counselors with the theoretical and technical basis needed for designing interventions that enhance relationships between children and teachers. It draws on research in social development and relationships-systems theory to describe the role of child-adult relationships in the development of social and academic competencies and the potential of child-teacher relationships to promote healthy development. The focus of the book is on the role of the psychologist as a consultant to the classroom teacher, the school, and the school district. The book identifies aspects of the classroom and school contexts that have relationship-based components and similarities and differences across those contexts. Relationship-based principles to designing interventions in the classroom are applied. Lastly, it identifies a set of theoretically driven applications for intervention strategies. Chapters include: (1) "Why Supportive Relationships Are Essential"; (2) "How the Parts Affect the Whole: Systems Theory in Classroom Relationships"; (3) "The Child as a Developing System"; (4) "The Emotional Bond between Children and Adults"; (5) "Assessing Child-Teacher Relationships"; (6) "Examples from Life"; (7) "Supporting Teachers: The Key to Affecting Child-Teacher Relationships"; (8) "Enhancing Relationships across the Classroom"; (9) "How School Policy Affects the Child-Teacher Relationship"; and (10) "Strong Relationships Mean More Resources: An Agenda for Practice and Research." (Contains 210 references.) (JDM)

ED 435 074 CG 029 542

Watts, Richard E., Ed.
Techniques in Marriage and Family Counseling. Volume One. The Family Psychology and Counseling Series.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructivism (Learning); *Counseling Techniques; *Counselor Client Relationship; Evaluation; Failure; *Family Counseling; Family Relationship; Helping Relationship; Intervention; Intimacy; Marriage; *Marriage Counseling; Success; *Theory Practice Relationship; Therapists; Therapy
IDENTIFIERS- Generation Effect; Genograms; Gossip; Scriptotherapy

This book is designed to bridge the gap between the reality of professional practice and what is being written about it in professional publications. It is divided into three sections, focusing on the techniques of assessment, transgenerational techniques, and constructivist techniques. Section one argues that assessment is the basis of all effective interventions. It draws the conclusion that using the most effective techniques for assessment can make the difference between therapeutic success and failure. The second section considers transgenerational understanding of intervention, and highlights religious and intimacy genograms as well as questionnaires and inventories. In the third section, contemporary constructivist techniques for helping couples and families are discussed. It presents techniques such as the structured externalization interview, therapeutic gossip, and scriptotherapy. Chapter titles include: (1) "Using an Informed Consent Brochure to Help identified primary classrooms. The targeted population consisted of students in kindergarten, second, and fourth grades. The kindergarten and second grade classrooms were located in a middle to high socioeconomic area within an urban community of Illinois. The fourth grade classroom was located in a lower socioeconomic area within the same community. The problem of inadequately developed literacy skills was documented through data compiled by the teacher-researchers: literacy skills and sight word checklists, anecdotal records, and student assessments. Probable causes for the problem included not only social factors such as lack of prior language experiences and poverty, but also various school structure and curriculum issues. A need for a literacy-rich educational environment in the targeted classrooms was revealed. A review of various strategies utilized with at-risk students combined with an analysis of the targeted settings, resulted in the selection of a five-pronged intervention. The intervention consisted of (1) students were actively engaged in real world reading and writing activities; (2) the teacher explained, demonstrated, and supported reading strategies with the students; (3) the teacher described, modeled, and supported writing strategies with the students; (4) the teacher presented strategies to assist students in spelling and decoding words; and (5) the teacher expanded students' word and world knowledge through various instructional activities. The process when woven together created a "High Quality Classroom" (Cunningham & Allington, 1999) at each site. Improvements were exhibited in the areas of letter recognition, sight word knowledge, oral reading skills, reading comprehension and writing skills. An additional benefit observed was the students' increased level of motivation and confidence. (Contains 39 references, and 5 tables and 12 figures of data; appendixes contain worksheets, checklists, sample activities, and word lists.) (Author/RS)

ED 435 094   CS 013 735

Brookbank, Donna; Grover, Susan; Kullberg, Karin; Strawser, Cathleen
Improving Student Achievement through Organization of Student Learning.
PUB DATE- 99
NOTE- 187p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Reading Achievement; *Reading Comprehension; *Reading Improvement; *Reading Strategies; *Vocabulary Skills
IDENTIFIERS- *Graphic Organizers

This action research project investigated various reading strategies to increase reading comprehension and vocabulary skills. The targeted population consisted of students from three elementary schools and one junior high school, located in lower to middle socioeconomic neighborhoods. Two elementary schools and the junior high school are located in a small Midwestern city. One elementary school is located in a large Midwestern city. Poor reading comprehension and vocabulary skills contribute to lower student achievement. Evidence for the existence of this problem includes report card grades, national achievement test scores, teacher observations, and writing samples. Analysis of probable cause indicated that factors contributing to reading scores include poor home

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Administrator Attitudes; Educational Administration; Elementary Secondary Education; Foreign Countries; Governance; *School District Autonomy; School Restructuring; *Self Determination
IDENTIFIERS- *Grant Maintained Schools (Great Britain)

This paper reports on empirical research carried out during a two-year period in which the British government introduced a new framework for the reorganization of schools. The research assessed the views of the governors and managers of grant-maintained (GM) schools with regard to their interpretations about the future governance of their schools. The article traces the move to self-governance in the 1980s and the creation of the GM schools. GM status gave schools the opportunity to govern and manage themselves; they differed from other publicly-funded schools in that they were incorporated institutions directly funded by central government and had no legal relationships with a local education authority. The paper reviews the research on the GM schools and details the research carried out for this report. The data for the study were generated through a pilot phase and a main survey. The findings indicate some reluctance on the part of GM headteachers and chairs of governors to accept the changes in the structure and powers of the governing bodies of their schools. These leaders reported that, under the arrangements for GM schools, they had more freedom and flexibility to recruit governors who brought specific skills and expertise to the job. (Contains 27 references.) (RJM)

ED 435 114 EA 030 088

Holdzkom, David
Be Careful What You Ask for: The Impact of an Accountability System on Student Achievement, School Achievement and Teachers.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Accountability; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Needs Assessment; Problems; School Effectiveness
IDENTIFIERS- *North Carolina

This paper describes the development of teacher- accountability systems in North Carolina. It explains how state officials in the 1960s finally realized that the education of the citizenry was essential to the state's economic development. Initial efforts in school reform focused on the curriculum, but it soon become clear that simply writing new curriculum standards would have only minimal effects on what students actually learned. Attention then shifted to teachers, and it was decided that reform should be based on students' demonstrated knowledge. The report discusses the introduction of the end-of-grade (EOG) tests and the determination that students would be judged on a standard score that would determine the degree to which a school had met, failed to meet, or exceeded the expected growth for the students in that school. Schools were then assigned to

ED 435 134 EA 030 118

Bamberger, Richard
A View from the Inside: Enlisting Men & Boys To Develop Strategies To Prevent Violence. A Report of the Select Seminar.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Males; Models; *Prevention; Program Descriptions; School Security; Student Development; *Violence

This document discusses a seminar in which participants focused on the enculturation of boys into American society, particularly the ways in which violence tends to be connected to boys. Three teams from three different school districts, a team from the Board of Cooperative Educational Services, and a team from a college teacher preparation department, for a total of 15 men and boys, assembled for the 3-day session. The booklet outlines the seminar process in which "nonexperts" come together to discuss problems and formulate solutions. The first day was devoted to introductions in which each participant made a brief statement about the topic. During the opening session several issues were identified that would be discussed during the seminar: (1) violence, especially in schools, often involves boys attacking girls, both verbally and physically; (2) boys are raised to be physically strong and to deny their emotional side; (3) the stereotypes about boys are inculcated through sports, media, and gender inequality; (4) boys from one-parent families often have no adult male model; and (5) boys who are "different" are often objects of ridicule. Day two of the seminar featured presentations, reflections, and the formulation of programs. An overview of the four pilot programs that arose from the seminar are presented. (Appendixes include suggested activities to use with boys about violence and school culture.) (RJM)

ED 435 135 EA 030 119

Guthrie, Victoria A.
Coaching for Action: A Report on Long-Term Advising in a Program Context.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Relationship; Leadership; *Leadership Training; *Mentors; *Professional Development; Program Descriptions

This report discusses ways to enhance leadership development in the work setting. It describes a type of advocate role, called process advisor (PA), that was developed specifically for individuals undergoing developmental experiences in a leadership program. The PA concept helps advisees learn with and from the PA, allowing advisees to be more attuned to situations so that they may take effective action. The first segment of the report documents the thinking that went into the program design by describing how and why the PA role was devised. It outlines the philosophy that underpins the PA's

New Hampshire; increased numbers of early childhood community programs available to families and children in both states; enhanced quality of early childhood programs in both states; changes in systems to promote inclusive early care and education in both states; and enhanced public awareness of the benefits of quality early care and education in both states. Appendices include a project products list and samples, a summary of the Maine survey and state planning team meeting, a summary of the PATH (Planning Alternative Tomorrows with Hope) process, and a summary of focus group interviews with New Hampshire teams. (Contains 12 references.) (DB)

ED 435 154 EC 307 486

Whelan, Richard J.; Kauffman, James M.
Educating Students with Emotional and Behavioral Disorders: Historical Perspective and Future Directions. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 67p.; For other monographs in this series, see EC 307 487-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Educational History; Educational Practices; *Educational Principles; Elementary Secondary Education; *Emotional Disturbances; *Special Education; Teaching Models; Theories

This monograph on teaching students with emotional and behavioral disorders (E/BD) is divided into two parts, one that offers historical perspectives and one that looks at future directions. Following an introduction, individual sections of Part 1 address the following topics: (1) a brief history of special education for E/BD students; (2) key people and events in E/BD, three theoretical models, and failed policies; (3) promising practices; and (4) current issues (de-certification, alternative schools, recruitment and employment, and personnel preparation). The six chapters of Part 2 include the following topics: (1) recognizing that antisocial behavior is disabling; (2) implementing preventive practices; (3) finding and embracing the commonalities; (4) using scientific or common knowledge to promote best practices; (5) the circle of courage (belonging, mastery, independence, generosity); and (6) the "Car Talk" model of special education, based on the National Public Radio program, as it reflects the tenets of the circle of courage. (Contains 42 references.) (DB)

ED 435 155 EC 307 487

Sugai, George, Ed.; Lewis, Timothy J., Ed.
Developing Positive Behavioral Support for Students with Challenging Behaviors. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 99
NOTE- 64p.; For other monographs in this series, see EC 307 487-292.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

organization and classroom presentation are described. Issues arising in evaluation are also examined, including explicit discouragement of communicative skills testing, conflicting directives about testing approaches, disagreement over standardized test use, and factual errors in the material taught. Course-related materials, including a program description, class schedule, test and lecture examples, and a lecture sample with notetaking directions are appended. (MSE)

ED 435 175 FL 026 027

Salter, Robert T.
Discourse Intonation in Listening Tasks with Yes/No Questions.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Discourse Analysis; Educational Strategies; *English (Second Language); Foreign Countries; High School Students; High Schools; *Intonation; *Language Patterns; *Listening Comprehension; *Second Language Instruction
IDENTIFIERS- Japan; *Wh Questions; *Yes No Questions

This paper describes a study which examined the effectiveness of explicit instruction in English intonation in listening tasks in an English-as-a-Second-Language (ESL) course taught to four Japanese high school students. The students' exposure to real-world English listening situations had been limited, and the majority were focusing more on grammar in their preparation for university entrance examinations. Initially, instruction took a bottom-up approach, beginning with phoneme-level pronunciation practice without analysis of the communicative value of intonation choices. Later in the course, pronunciation instruction was top-down, focusing on production in minimal contexts, questions, and syllables. A decision was made to concentrate on yes-no and wh- questions in listening instruction, teaching students how to diacritically mark intonation in these contexts. Over a period of several weeks, it was found that the students had significant difficulty in distinguishing between grammatical and discourse considerations in their listening. It is suggested that the theoretical constructs of key and termination be used as starting points for moving beyond grammatical boundaries in classroom listening instruction. (Appendixes include a classroom worksheet and a questionnaire. (Contains 19 references.) (MSE)

ED 435 176 FL 026 028

Hsu, Kylie
A Thematic Unit on "Moon" in a Third-Grade Chinese Language Class.
PUB DATE- 99
NOTE- 7p.; Photographs and artwork may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Chinese; Class Activities; Classroom Techniques; Course Content; Course Descriptions; Curriculum Design; FLES; *Folk Culture; Games; Grade 3; *Heritage Education; Ideography; Primary Education; Science Instruction; *Second Language Instruction; Second Languages; *Sociocultural Patterns

Vernacular in the Thirteenth Century: Medieval Spanish Language Policy?"; "The Moraic Status of Consonants from Latin to Hispano-Romance: The Case of Obstruents"; "Patterns in the Lexicon: Hiatus with Unstressed High Vowels in Spanish"; "The Many Faces of Spanish /s/-Weakening: (Re)alignment and Ambisyllabicity"; "Spanish Substantives: How Many Classes?" "A Perception Study of Intermediate Phrasing in Spanish Intonation"; "Linguistic Theory and Discourse in 'Don Quijote';" "Head Dependence in Jerigonza, a Spanish Language Game"; "Flawed Definitions, Neglected Sound Changes, and the Development of Spanish 'atinar'"; "On the Word-Internal Velarization of /n/ in Cuban Radio Broadcasting"; "Blocking of Spanish Reflexives in the Hierarchical Lexicon"; "A Topic Auxiliary in Spanish"; "Spanish as a CP/IP-Absorption Language"; "Notes on the Topic-Focus Articulation"; "Mass Reference in 16th Century Castilian: Gabriel Alonso de Herrera's 'Obra de Agricultura'"; "Lexical Ambiguity Is Not Always Evil: The Example of 'ni-ni'"; "Binding in PPs in Spanish and the Nature of Condition B"; "The Syntax of Contrastive Focus: Evidence from VP-Ellipsis"; "Minimalist Bello: Basic Categories in Bello's Grammar"; "Possessive Dative Constructions and Predicate Inversion in Spanish"; "The Syntax and Semantics of Spanish Accusative 'a'"; "Prenominal Adjectives, 'Wh'-Extraction and Generalized Quantifiers"; "Focus and Subject Inversion in Romance"; "The Agreement System of Los Angeles Spanish and the Media"; "D, AgrO Features and the Direct Object Pronominal System of Andean Spanish"; "Two Types of Scalar Particles: Evidence from Spanish"; and "Diachronic Qualitative Studies on Minimalist Operations: Verbless Locative Inversions in NILs." (MSE)

ED 435 198 FL 026 052

Brisk, Maria Estela; Harrington, Margaret M.
Literacy and Bilingualism: A Handbook for ALL Teachers.
PUB DATE- 00
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Class Activities; *Classroom Research; Classroom Techniques; Discussion (Teaching Technique); Elementary Secondary Education; *Literacy; Multicultural Education; *Reading Instruction; Student Evaluation; Vocabulary Development; Writing Exercises; *Writing Instruction
IDENTIFIERS- Semantic Mapping

This handbook provides background information, ideas for classroom instruction, and suggestions for reflective practice for teachers of literacy and bilingual students. All approaches described here encourage the integration of all language skills in teaching literacy. An introductory chapter examines the principles and processes of literacy development and the characteristics of bilingualism, biliteracy, and biculturalism. The second chapter presents classroom teaching approaches that focus primarily on writing, including games, art activities, dialogue journals, a talk-write approach, process writing with and without computers, and description exercises. Chapter three outlines approaches focusing primarily on reading, including word cards, shared reading, making vocabulary connections, response to literature, and reader-generated questions. The fourth chapter presents approaches that offer a choice of skill

Howe, Richard D.
Salary-Trend Study of Faculty in Communications for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Communications; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instruetional Programs

This study examined salary data for 6,897 college faculty in the field of communications for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in communications for public institutions was 12.6 percent lower than the average salary for faculty in all major fields in 1995-1996 and 11.1 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in communications for private institutions was 11.9 percent lower than the average salary for faculty in all major fields in 1995-1996 and 18.3 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, communications faculty in public and private institutions received average annual salary increases of 1.6 percent and 1.5 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 220 HE 032 438

Howe, Richard D.
Salary-Trend Study of Faculty in Communications Technologies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Technology Education; *Telecommunications; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 466 college faculty in the field of communications technologies for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in communications technologies for public institutions was 1.3 percent higher than the average salary for faculty in all major fields in 1995-1996 and 4.2 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in private institutions was 8 percent lower than the average salary for faculty in all major fields

Salary-Trend Study of Faculty in Mathematics for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Mathematics; *Mathematics Instruction; Mathematics Teachers; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 15,148 mathematics faculty, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for all participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that average mathematics faculty salaries in public institutions in 1995-96 were 1.4 percent below those of all ranks in all major fields; salaries at private institutions were 0.2 percent higher than those in all major fields. In 1998-99 these averages fell, respectively, to 1.1 percent and 2.7 percent below all ranks. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 242 HE 032 460

Howe, Richard D.
Salary-Trend Study of Faculty in Multi/Interdisciplinary Studies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Area Studies; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Sciences; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,193 faculty in multi/interdisciplinary studies, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average faculty salaries for all participating institutions by faculty rank (including a new assistant for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average visual and performing arts faculty salaries in public and private institutions were, respectively, 13.0 percent and 16.7 percent below the average for all ranks in all major fields. In 1998-99 these averages were, respectively, 14.3 percent and 18.9 percent below the average across fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 262 HE 032 480

Cohort Default Rates for Schools Due to FY 1995, FY 1996, and FY 1997.
PUB DATE- 99
NOTE- 1371p.; For related documents, see HE 032 481-483.
LANGUAGE- English
EDRS Price- MF11/PC55 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Federal Aid; Federal Programs; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This collection of tables is a compilation of 1998 school cohort default rates for fiscal years(FY) 1995, 1996, and 1997 for all schools that are currently participating in any Title IV student financial assistance program. Schools are listed by state in descending order by cohort default rate. Foreign schools are listed following the state listings. Data elements include the type of loan program in which the school is currently participating (Federal Family Education Loan Program, Direct Loan Program); the Office of Postsecondary Education identification number; the school name; school address; program length and type; fiscal years for which cohort default rates have been calculated; number of borrowers in default; number of borrowers in repayment; default rate; and program rate.(DB)

ED 435 263 HE 032 481

Schools Subject to Loss of Eligibility To Participate in the Federal Family Education Loan Program (FEELR) Federal Direct Student Loan Program (FDSLP) and/or Federal Pell Grant Program (FPGP) Due to FY 1995, FY 1996, and FY 1997 Cohort Default Rates of 25.0% or Greater.
PUB DATE- 99
NOTE- 38p.; For related documents, see HE 032 480-483.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Eligibility; *Federal Aid; Federal Programs; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data;

IDENTIFIERS- Criminal Justice; *District of Columbia; *University of the District of Columbia

This study sought to examine whether the growth in the District of Columbia's criminal justice expenditures was impacting on the financing of public higher education. Text, graphs, and figures focus on: (1) the impact of criminal justice policies on the University of the District of Columbia (UDC)--the only publicly funded institute of higher education in the District of Columbia; (2) the consequences of the District's criminal justice policies, noting that there are more District residents in prison than there are in publicly funded college classrooms; (3) the negative effects of the District's imprisonment policies on African American communities; (4) the tremendous increase in corrections funding (312 percent) compared to funding for UDC (82 percent) over the last two decades; (5) the long-term consequences of choosing prisons over education; and (6) the need to change priorities. Among six recommendations are the following: abandon the federal sentencing guidelines and leave the "mixed" sentencing system in place; adopt a moratorium on new prison construction and cut the nonviolent prisoner population in half over the next five years; initiate community corrections initiatives; and invest in the future of children, families, and communities. (Contains 23 references.) (DB)

ED 435 285 HE 032 503

Schiraldi, Vincent
Is Maryland's System of Higher Education Suffering Because of Prison Expenditures? In Brief.
SPONS. AGENCY- Holyoke Community Coll., MA.
PUB DATE- 98
NOTE- 11p.; Funding also provided by the Center on Crime, Communities, and Culture, New York, and the Solidago Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Correctional Institutions; *Educational Finance; Higher Education; Long Range Planning; Resource Allocation; *State Aid; State Universities; Trend Analysis
IDENTIFIERS- *Criminal Justice; *Maryland

This study compares the changes in funding of universities and prisons in Maryland during the 1990s. Data from the Department of Public Safety, Division of Corrections, and the Maryland Higher Education Commission were analyzed for trends in correctional and college populations. The study notes that funding for Maryland's prisons increased by 50 percent while funding for the state's universities declined by 5 percent during the same period; this trend was not dictated by demand: 52 percent of the increase in the inmate population was accounted for by nonviolent offenders, and the state crime rate dropped 6.8 percent between 1993 and 1996. Policy decisions have also resulted in a disparate racial impact, with more African Americans added to the state's prisons than to public colleges; tuition and fees have risen over 100 percent over this period. The report urges the state to enact a Community Corrections Act to counter the present bloated state prison system and the lack of local treatment and punishment options. It suggests that many current inmates can be paroled or put into alternative programs, with the saved money used to fully fund the Educational Excellence Award program, the state's scholarship program for low and moderate income students. (DB)

ED 435 286 HE 032 504

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Employees; *Employment Patterns; *Employment Statistics; Higher Education; Paraprofessional Personnel; Professional Personnel; Trend Analysis; Universities
IDENTIFIERS- *Noninstructional Staff

This report presents data on non-instructional employees in higher education institutions and looks specifically at the characteristics of those newly hired. Data are from the National Center for Education Statistics reports: "Fall Staff in Postsecondary Institutions, 1995" and the "Digest of Education Statistics, 1997." Following an overview, text, tables, and figures analyze the data in terms of employees by employment status, employees by gender, new hires, new hires by gender, and new hires by race/ethnicity. The report notes that: (1) growth in the number of nonteaching higher education staff has exceeded enrollment growth over the past 20 years; (2) the largest increase has been in other professional, administrative, and executive positions, especially for women; (3) most of the growth took place in the late 1970s and early 1980s, with the growth rate declining in the early 1990s; (4) service and maintenance staff lost positions, while the number of clerical and secretarial positions remained constant; and (5) differences in the job growth rate among the occupations has resulted in a different mix of higher education occupations between 1977 and 1995. (DB)

ED 435 307 HE 032 525

Facilities Inventory and Utilization Study, Fall of 1998, for the State of North Carolina. Higher Education Comprehensive Planning Program. Thirty-Second Edition.
PUB DATE- 99
NOTE- 209p.; For the prior edition, see ED 423 747.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accessibility (for Disabled); Community Colleges; *Educational Facilities; *Facility Inventory; Facility Planning; *Facility Utilization Research; Higher Education; Physical Disabilities; Private Colleges; State Colleges; State Universities; Tables (Data)
IDENTIFIERS- *North Carolina

This annual report presents data on facilities inventory and utilization in North Carolina institutions of higher education in fall 1998. It is intended to provide higher education administrators with a detailed statistical profile of the facilities on their own campuses and to allow for comparative assessment and facilities planning. The study includes data for 112 institutions, including all 16 public senior institutions which comprise the University of North Carolina, 38 private nonprofit colleges and universities, and the 58 public two-year community colleges, but does not include proprietary institutions. The report is divided into four sections. Section 1, on the utilization of instructional space, provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. Section 2, on interior space characteristics, statistically describes campus space by its uses and the programs to which it is assigned, such as the sizes and capacities of classrooms and class laboratories. Section 3 is on building characteristics and focuses on such data elements organizational objectives of the partners are not the same. (CH)

ED 435 327 HE 032 547

NACUBO Institutional Student Aid Survey: Executive Summary, 1998. Independent Institutions.
PUB DATE- 98
NOTE- 110p.; Prior editions of this report were titled, "NACUBO Tuition Discounting Executive Summary."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; Colleges; *Comparative Analysis; Higher Education; *Peer Institutions; *Student Financial Aid; Surveys; Tables (Data); *Tuition; Tuition Grants; Universities
IDENTIFIERS- *Tuition Discounts

This report is intended to help institutions interpret and compare student aid at their institutions with those of peer institutions. Each chart, graph, or table is accompanied by an explanation of how the reported statistic was calculated; directions on how to interpret the data for participating institutions and peer groups are also offered. The document is divided into four sections: definitions; summary results; cohort characteristics; and an appendix. Graphs and tables in the summary section are broken down into the following groups: small colleges/lower tuition; small colleges/higher tuition; and large colleges/universities. Data is provided for average tuition discounts for full-time freshmen; average percent of full-time freshmen receiving institutional grants; average size of institutional grant for full-time freshmen as a percentage of tuition and fees; percentage of institutions providing grants; tuition discount components; average gross and net tuition revenue per full-time freshmen; and relationship between gross and net tuition rates, 1998. Cohort characteristics include average cohort enrollment, full-time freshmen; and participating institutions by categories and peer groups. The 1998 National Association of College and University Business Officer survey of independent institutions is appended. (CH)

ED 435 328 HE 032 548

Mathews, Keith W., Ed.
Administrative Procedures for Small Institutions. Second Edition.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; *Administration; Administrator Guides; *Budgeting; *Educational Finance; Employment Practices; *Facilities; Fringe Benefits; Higher Education; *Human Resources; Personnel Management; Personnel Policy; Purchasing; Small Colleges
IDENTIFIERS- *Administrative Services; Facility Management

This guide offers sample administrative procedures and policies that can be used by small colleges and universities to prepare or revise administrative procedures manuals. The sample procedures and policies offered here have been compiled from a review of many manuals from many different institutions, and

Information Analysis Products (071)
DESCRIPTORS- Adjunct Faculty; Admission Criteria; Affirmative Action; College Outcomes Assessment; Curriculum; Diversity (Institutional); Dropout Research; Educational Finance; *Educational Research; Empowerment; Experiential Learning; Graduate School Faculty; *Graduate Study; *Higher Education; Interdisciplinary Approach; International Education; Literature Reviews; Mentors; Minority Groups; Professional Autonomy; *Professional Education; Student Characteristics; Student Financial Aid; Technology

The literature on graduate and professional education reflects many of the trends present in the literature on undergraduate education, including concerns about student learning; transforming the curriculum to be more inclusive; internationalization of the curriculum; incorporation of technology; growth in interdisciplinary education; and outcomes assessment. Additionally the literature on graduate and professional education also focuses on the overproduction of graduates; admissions criteria; experientially based pedagogy; faculty empowerment; equity; attrition and financial aid; and responsiveness to the profession and the public. While much literature is devoted to the growing demand for graduate education, some articles are concerned with overproduction of graduate students. Also being explored are admission criteria and the changing characteristics of students; problem-based and experiential learning, including literature on teams, cases, and simulations; and faculty empowerment and the importance of mentoring new faculty and finding ways to make adjunct faculty feel included. Equity is a common theme in the literature, with discussions ranging from increasing the number of students in graduate school to increasing funding to support minority students. Also addressed is attrition in graduate and professional schools, especially of underrepresented groups, and the rise of indebtedness among graduate students. (Contains 52 references.) (JM)

ED 435 347 HE 032 570

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Higher Education and the Public Good. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship; Community Development; Cooperation; Cooperative Programs; Economic Development; Educational Research; Elementary Secondary Education; *Higher Education; *Labor Force Development; Literature Reviews; Partnerships in Education; Public Relations; *Public Service; Public Support; School Business Relationship; School Community Relationship; School Role; Social Change
IDENTIFIERS- State Higher Education Executive Officers Assn

Higher education's relationship with and contribution to the public good emerged as a trend in the higher education literature in 1996. Three major themes are represented: the role of higher education, public relations, and collaboration. The literature and research continue to illustrate the valuable role of higher education in the important processes that

Bowen, William; Steele, Claude; Bok, Derek; Syverud, Kent; Webster, Robert B.
The Compelling Need for Diversity in Higher Education.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Affirmative Action; Black Stereotypes; Blacks; *Court Litigation; Cultural Pluralism; *Desegregation Litigation; Desegregation Methods; Diversity (Student); *Higher Education; Hispanic Americans; Legal Education (Professions); Legal Problems; Minority Groups; Multicultural Education; *Racial Balance; Racial Bias; Racial Integration; *Selective Admission
IDENTIFIERS- *University of Michigan

The Center for Individual Rights (CIR) represented three white applicants who brought the two lawsuits, "Gratz, et al., v Bollinger, et al., No. 97-75231 (E.D.Mich.)" and "Grutter, et al. v. Bollinger, et al., No. 97-75928 (E.D. Mich.)," against the University of Michigan. These lawsuits challenge as unlawful the University of Michigan's policy of considering race as one of many factors in the process for admissions to the College of Literature, Science and the Arts, and the Law School. The University of Michigan brought together a team of leading scholars to serve as its experts in these cases to establish the basis for the University's argument that there is a compelling need for diversity in higher education. Thomas Sugrue of the University of Pennsylvania describes the important role that race continues to play in modern American society. Eric Foner of Columbia University (New York) describes the history of race relations through the lens of the African-American experience and Albert Camarillo of Stanford University (California) explains that Hispanic Americans have been largely marginalized and separated from mainstream American society. Patricia Gurin of the University of Michigan presents evidence showing that students educated in diverse classrooms learn to think in more complex ways. William Bowen, president of the Mellon Foundation (Pennsylvania), and Derek Bok, former president of Harvard University (Massachusetts), cite their recent book, "The Shape of the River," in which they find that minorities admitted to the nation's most selective schools have made significant achievements, both in school and afterwards and have contributed in important ways to the education of those around them. Claude Steele at Stanford University notes the limited usefulness of standardized tests in the admissions process, citing research that finds that prevailing stereotypes about minorities' academic capabilities artificially depress minority students' test scores. Specifically addressing the law school admissions process, Kent Syverud of Vanderbilt University Law School (Tennessee) shows how a diverse law school class provides a more vibrant and lively opportunity for learning than could otherwise be achieved; Robert Webster, a former judge and former president of the Michigan State Bar Association, describes the importance of diversity to the practice of law. (JM)

ED 435 368 HE 032 591

Hoffman, Lorrie L.; Gillette, David; Lindbeck, A. Graeme; Morton, Bill
Deconstructing the Walls between Sciences and Humanities.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Horizon Learning Communities

Females; Hypermedia; *Indexes; Material Development; Navigation (Information Systems); Twentieth Century Literature; United States Literature; World Wide Web
IDENTIFIERS- HTML; *Links (Indexing); Web Pages

Ursula Parrott was a popular and prolific writer during the first half of the 20th century, publishing 22 books and 50 short stories. She was one of a handful of periodicals serials writers of the time whose love and adventure stories entertained readers nationwide with their relevance and character development. This comprehensive bibliography of the works of Ursula Parrott lists novels, stories, articles, films based on her works, and film scripts. It is presented in two formats: print, including a "back-of-the-book" index of titles, illustrators, reviews, reviewers, film stars, and family members; and as an HTML World Wide Web page utilizing links to help the user navigate through the site. The introductory sections of the paper provide background on Parrott and describe the methodology for compiling the bibliography. The strengths and weaknesses of print and Web formats are also discussed in regard to logical relationships, browsability, obscure references, and relative importance of entries. A title list and a chronology of works by Parrott are appended. (MES)

ED 435 389 IR 057 539

Benedikt, Anna R.
A Question of Diversity: An Analysis of the Young Adult Library Service Association's Best Books for Young Adults, 1994-1998.
PUB DATE- 99
NOTE- 98p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adolescent Literature; Authors; *Bibliographies; Characterization; Content Analysis; *Cultural Differences; Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Fiction; Library Associations; Library Material Selection; Literary Genres; Minority Groups; Nonfiction; Racial Differences; Reading Material Selection; *Selection Tools; Sex Differences; Tables (Data)
IDENTIFIERS- Young Adult Library Services Association

This study examined the Young Adult Library Service Association's (YALSA's) Best Books for Young Adults (BBYA) recommended list for the years 1994-98 in order to determine if the list provides diversity in terms of the content of books and the gender and ethnicity of the authors and editors whose works appear on it. The results of the study concluded that, although the BBYA list showed diversity from different points of view, it did have some shortcomings. The works of minority authors, although represented on the list, appeared in numbers less than one would expect based upon their presence in the U.S. population overall. The same held true for the numbers of minority protagonists appearing in fictional works. Diversity in terms of content was also lacking to some extent. For both nonfiction and fiction books, the BBYA list contained a large number of certain types of genres and subject matter, while other kinds of form and content were few in number. Despite its shortcomings, YALSA's BBYA list does provide an exceptional source that librarians and teachers can use to select and recommend appropriate materials for their young adult patrons and students. Appendices include the YALSA BBYA policies and procedures, coding sheets used in this research, and data analysis tables. Contains 21 references. (Author/MES)

School Services; #Community Colleges; Computer Centers; Computer Mediated Communication; Computer Uses in Education; Counseling Services; #Distance Education; Educational Technology; Library Services; Student Attitudes; Student Development; Student Needs; #Student Reaction; Student Surveys; Telecourses; #Two Year College Students; Two Year Colleges

This study explored the perceptions of distance-education students in two-year institutions toward advising, counseling, and library/media services. The objectives were to provide information to assist community college personnel in the development of relevant student support services for distance-education students. Two questionnaires were utilized. The first, which was completed by 33 institutions, was used to determine how advising, counseling, and library/media services were being provided. After a descriptive analysis of the information was performed, 10 institutions were selected for the second phase of the study. Students at these institutions were sent questionnaires requesting information regarding their utilization and satisfaction with the student services being provided. One hundred eighty-three students responded. The type of delivery systems used to provide those services did not significantly impact utilization or, for the most part, the level of satisfaction with the services. Age and ethnicity were not significant factors of either the degree of utilization or the level of satisfaction with the services. Only in rare instances was gender a significant factor in the degree of utilization or the level of satisfaction with the services. Academic advising was found to be the most essential student service for distance-education students, access to library/media services was second, and counseling was found to be the least essential service. Contains 52 references. (VWC)

ED 435 410   JC 990 478

Transfer in Virginia--an Update. Transfer Connection, 1996.
PUB DATE- 96
NOTE- 26p.; "Transfer Connection" is an annual publication of the State Committee on Transfer and a cooperative effort of the State Council of Higher Education For Virginia and the Virginia Community College System. Funding for the 1996 issue of the 'Transfer Connection' was made possible by a grant from Virginia's Tech Prep Program."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; #Articulation (Education); #College Transfer Students; #Community Colleges; Degrees (Academic); #Educational Policy; Higher Education; Institutional Cooperation; #Transfer Policy
IDENTIFIERS- #Virginia

The "State Policy on Transfer", adopted in 1991, continues to be highly effective in helping students transfer from two-year to four-year institutions. In addition, the policy has promoted cooperation between institutions, most of which have progressed beyond questions of policy compliance to practices that facilitate equitable admission and ensure that transfer students will complete their baccalaureate degree. This document presents articles on topics that are designed to increase the understanding of how credits transfer, how transfer guides can be used to facilitate transfer, and how articulation agreements are developed. Articles include: (1) When is a Credit not a Credit? (2) Transfer Guides--Road Maps for Transfer Planning; (3) Guidelines for Developing

Di Benedetto, Victoria

El Paso Community College Women in Technology End of the Year Report, 1998-1999.

SPONS. AGENCY- Texas State Higher Education Coordinating Board, Austin.; Federal Interagency Committee on Education, Washington, DC.

PUB DATE- 99

NOTE- 133p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community colleges; Employed Women; *Internship Programs; Labor Force Development; *Mentors; Nontraditional Students; Partnerships in Education; Professional Development; *Student Development; Technical Education; *Technology Education; Two Year Colleges; Vocational Education; *Womens Education

IDENTIFIERS- *El Paso Community College TX

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1998-99 fiscal year, focusing on six WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 10 years, the number of women enrolled in technical fields at EPCC has more than doubled. Next, activities and performance measures for 1998-99 are presented for the following five objectives: (1) participate in efforts to address the issues involved in changing social attitudes regarding women's needs and abilities; (2) provide career information on nontraditional technical/vocational careers; (3) provide individual academic, personal and financial support to women students in nontraditional classes; (4) maintain a mentoring system for WIT students involving successful female community role models; (5) provide work experience opportunities to four single parents, displaced homemakers, sex bias, or pregnant nontraditional majors. Appendices contain a program flyer, a WIT brochure, an application packet, course syllabi, commencement programs and a student survey. (VWC)

ED 435 430 JC 990 682

Grubb, W. Norton; Worthen, Helena; Byrd, Barbara; Webb, Elnora; Badway, Norena; Case, Chester; Goto, Stanford; Villeneuve, Jennifer Curry

Honored but Invisible: An Inside Look at Teaching in Community Colleges.

PUB DATE- 99

NOTE- 390p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; *College Faculty; *Community Colleges; *Educational Quality; Faculty Workload; *Instructional Improvement; Professional Development; *Teacher Attitudes; *Teacher Effectiveness; Teacher Improvement; Teaching Methods; Two Year Colleges

This qualitative study of community college faculty, based on classroom observation and interviews of 257 instructors and 60 administrators at 32 community colleges across the country, was include the following: (1) assessment and school accountability; (2) early childhood programs; (3) primary school; (4) early reading program; (5) extended school services; (6) high schools; (7) exceptional and at-risk students; (8) equal opportunities in education; (9) school-based decision making; (10) family resource-youth services centers; (11) school safety; (12) technology and education; (13) vocational-technical education; (14) professional development; (15) education professional standards board; (16) school finance; (17) governance; (18) alternative school schedules and calendars; (19) parent involvement; and (20) map of community support regions. (SD)

ED 435 448 PS 027 989

Bohan-Baker, Marielle; Schilder, Diane; O'Reilly, Fran; Smith, Jennifer; Weiss, Heather
Learning from Starting Points.
SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 45p.; For an earlier report in this series, "Starting Points: Challenging the 'Quiet Crisis'", see ED 416 979.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Welfare; *Community Programs; *Learning Activities; *Learning Strategies; Program Descriptions; *Program Development; Program Evaluation; Social Services; Young Children
IDENTIFIERS- Carnegie Corporation; *Family Resource and Support Programs; Family Support; *Learning Systems; Program Characteristics; Program Review

In 1994, the Carnegie Corporation released "Starting Points: Meeting the Needs of Our Youngest Children," which called for an action agenda to promote responsible parenthood, guarantee quality child care choices, ensure good health and protection, and mobilize communities to support young children and families. In 1996, the Carnegie Corporation created a Starting Points grant program to encourage states and communities to address the challenges posed by its earlier report. This report examines how Starting Points grantees have begun to develop learning systems through a variety of promising approaches. The lessons that can be drawn from Starting Points grantees' learning systems are explored. The report ends with a discussion of how these activities come together as a learning system to become a practical tool for the collection, dissemination, and use of information leading to better outcomes for young children. Three appendices contain an annotated bibliography, information on methodology, and a list of Starting Points Grantees and Strategic Partners. (Contains 17 references.) (Author/SD)

ED 435 449 PS 027 990

Weiss, Heather B.; Lopez, M. Elena
New Strategies in Foundation Grantmaking for Children and Youth.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

Interviews; *Literacy; Longitudinal Studies; *Parent Child Relationship; *Parents as Teachers; Position Papers; Predictor Variables; *Young Children
IDENTIFIERS- International Reading Association; National Association Educ of Young Children

This report details a 5-year study comparing family literacy practices of families from preschool to Grade 3 with recommendations from the position statement of the National Association for the Education of Young Children and the International Reading Association (NAEYC-IRA). Participating were African- and European-American families of children attending Baltimore public schools. At the end of 5 years, the sample totaled about 54 families. Data were collected through yearly parent interviews regarding literacy-related beliefs and practices, periodic observations of parent-child literacy interactions, a week-long parent diary detailing their child's everyday experiences, and yearly testing of children on literacy tasks. Recommendations for parental practices and emerging literacy include: (1) engage in shared book reading; (2) provide frequent and varied oral language experiences; (3) encourage self-initiated print interactions; (4) visit the library regularly; (5) demonstrate the value of literacy in everyday life; (6) promote reading motivation; (7) foster pride and self- efficacy in reading; and (8) communicate with teachers and be involved in school. The report concludes that there is evidence that parents from diverse sociocultural backgrounds do follow the NAEYC-IRA guidelines. However, the report also notes that the guidelines do not give advice for what parents ought not do, for example, using drill and practice to develop reading abilities. Appendices include 9 tables that detail family practices recommended in the NAEYC/IRA Position Statement. (Contains 14 references.) (KB)

ED 435 467   PS 028 035

Grossmann, Karin; Horsch, Elke
Siblings' Attachment Qualities to Their Shared Mother and Their Mothers' Rating of Their Temperament: A Prospective Study.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Children; Longitudinal Studies; *Mothers; *Parent Child Relationship; Personality; *Siblings; Toddlers
IDENTIFIERS- *Concordance (Data); Security of Attachment

The findings of differential maternal treatment of siblings in current research are often confounded by the fact that at the time of assessment the two siblings were of different ages. This prospective study examined concordance of siblings' attachment quality to their shared mother. Participating were 106 families and their 12 to 15 month olds. The target toddlers were assessed in the strange situation with mothers and were classified for attachment pattern. Subsequently, 40 younger siblings were born and 36 were assessed in the same strange situation with their mothers when they were 12 to 18 month-olds. Nineteen siblings were less than 3 years apart and 17 were more than 3 years apart. Thirty-four mothers completed the Toddler Temperament Scale at the time of attachment assessment for both children. Temperament ratings were grouped into three to "Te Korowai," the charter between Te Kohanga Reo National Trust Board and the Ministry of Education. This section is presented in both English and Maori. Each DOP is then examined in detail, beginning with the guiding principles and following the order in which the DOPs are given in their three main divisions: (1) Learning and Development; (2) Communication and Consultation; and (3) Operation and Administration. The document ends with a list of legislation relevant to early childhood services and a glossary of terms. For each DOP or subsection, the following information is provided: (1) a DOP statement; (2) implications for management and educators, and examples of high-quality practice; (3) understandings, values, beliefs, and practices significant to Maori; (4) illustration of good practice; (5) indicators that a service is meeting DOP requirements; (6) reflective questions for practitioners to consider their practice; and (7) a recommended reading list. (KB)

ED 435 486   PS 028 072

Blood, Margaret; Ludtke, Melissa
Business Leaders as Legislative Advocates for Children. Working Paper Series.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Child Advocacy; *Children; *Community Leaders; *Lobbying; Policy Formation; Public Policy; State Legislation
IDENTIFIERS- Business Community Relationship; Business Executives; *Business Role; Government Business Relationship; Government Industry Relationship; Massachusetts; United Way

In the 1996 and 1997 Massachusetts legislative sessions, several of Boston's key business leaders became active child advocates in alliance with more traditional advocates and other civic leaders, convincing public policymakers to create and fund several initiatives benefiting children. This working paper presents reflections on successful legislative advocacy for children and describes the advocacy strategy development and implementation. Section 1 of the paper presents reflections in the following areas: (1) why business leaders make a positive difference in child advocacy; (2) what convinces business leaders to become legislative child advocates; (3) recruiting business leaders to be "messengers" for children; (4) where advocates can find business leaders; (5) how advocates can work effectively with business leaders; (6) what strategies work best for advocates in such an alliance; and (7) the number of business leaders needed and the necessary conditions for sustaining involvement. Section 2, presented as a case study, describes the United Way's role in developing a strategy for enrolling business leaders as advocates for the "Success By 6" initiative to support preventive approaches to improve the lives of young children and their families. Other areas discussed include developing a role for business leaders, deciding what issues to support, training business leaders for legislative advocacy, and examining business leaders' actions as advocates. Included throughout this section are quotations from interviews with 27 business leaders and others involved with the initiative, descriptions of key findings on effective child advocacy, the "Success By 6" public awareness campaign, and descriptions of state legislation. (KB) universities to open their doors to a broader range of adults; community needs; and economic needs. The next several sections cite examples of university adult education programs in various countries and illustrate how different countries are doing the following: defining the concept of university-based adult and continuing education; redefining universities' role in view of economic and technological changes; responding to the unique needs of different groups of adult learners, including members of indigenous populations; seeking to attract more students from minority groups and to increase their emphasis on community-based learning; conducting and sharing the results of community-based research; and developing partnerships with industry and business. The examples presented are drawn from South Africa, Australia, the United States, and Norway. Concluding the booklet are overviews of the dilemmas posed for university education by economic and social changes and the need to "mainstream" university adult learning. (MN)

ED 434 996 CE 079 182

The Multiplicity of Research on "Learning for All," a Key for the 21st Century. Improving Conditions and Quality of Adult Learning. A Series of 29 Booklets Documenting Workshops Held on the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; Adult Learning; Communication (Thought Transfer); Developed Nations; Educational Attainment; Educational Cooperation; *Educational Research; Foreign Countries; Inservice Teacher Education; International Cooperation; International Educational Exchange; Learning Processes; Lifelong Learning; Participation; *Research Methodology; *Research Needs; *Research Problems; *Research Projects; Sex Differences; Staff Development; State of the Art Reviews; Teaching Methods; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- India; Japan; Spain; United States

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, presents examples of key areas where research is currently being conducted by various public and nongovernmental agencies and recommends ways to enhance communication among researchers. The first 75% of the booklet reviews recent research on the following topics: participation in adult education; gender issues; lifelong learning; teaching and learning processes; adult basic education in industrial countries; staff development; and learning attainment. The examples cited are drawn from Spain, India, Japan, and the United States. The trend toward diversification of theoretical frameworks, approaches, and methodologies in research on adult learning is examined. Discussed next are the following: prerequisites for international dialogue among educational researchers, barriers to the development of adult education research, and new developments in adult learning that must be reinforced in research on adult education. The following are among the six recommendations for future cooperation among adult education researchers that conclude the booklet: (1) consider the diversity of approaches and trends in adult learning research around the world; (2) avoid imposing research formulae; and (3) seek new ways to promote debate on adult education among cultural learning need to be developed. (KC)

ED 435 015   CE 079 201

Adult Learning and Ageing Populations. Adult Learning and Groups with Special Needs. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 20p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Education; *Aging (Individuals); Educational Demand; *Educational Needs; Foreign Countries; *Government Role; *Older Adults; Policy Formation; *Public Policy

This booklet presents an overview of the growing demands for adult education, as well as other social services, because education is seen to play a vital role in enabling the growing population of older people to remain independent and lead more fulfilling lives. It reports on the following issues: the educational needs and demands of older people, the current education policies for older people in various countries and regions, and the planning of future approaches and activities at the regional and international levels. The booklet concludes that older adults have wisdom that should be valued and that efforts need to be directed towards overcoming an image of the elderly as distinct and different from the rest of society. It recommends that governments make adult education for the elderly a priority and that older people be given the right to make decisions about their own learning. (KC)

ED 435 016   CE 079 202

Migrant Education. Adult Learning and Groups with Special Needs. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 14p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Education; *Civil Liberties; *Educational Needs; Foreign Countries; Government Role; *Migrant Adult Education; Migrant Programs; Migration; Nomads; Outcomes of Education; Outreach Programs; Policy Formation; Poverty; *Public Policy; *Refugees

This booklet provides an overview of the growing demands for adult education as well as other social services in helping migrant workers move out of poverty and succeed in cultures other than their own. Issues raised included questions about migrants' access to education and about building solidarity networks for ensuring basic human rights. A comparative view of migrant education practices in Asia and Europe and general issues relating to the problem of refugee education were also considered. The booklet concludes that it is possible to support the right of migrants and refugees to education by providing comprehensive education and training opportunities that promote their political, economic, and social participation and enhance their competence and their cultural base. Initiatives for these efforts already exist. Recommendations are made to develop and implement programs to

Education; Wages; *Youth Employment
IDENTIFIERS- *Australia

Australia's retailing sector is the largest single industry of employment, with more than 1.2 million workers. It is characterized by high levels of part-time and casual employment; a young work force, including many young people still in full-time education; and employment widely distributed geographically. Over the past 10 years, employment has grown quite consistently and above the average for all industries. Retailing provides jobs for 51 percent of all teenagers in the work force. It has 43.2 percent of its occupations in the relatively unskilled elementary clerical, sales, and service group and a further 6.9 percent in the unskilled laboring and related category. Retailing has the closest balance of the sexes in total employment among all 17 industries divisions. It employs relatively more older workers than other industries. Retailing has a relatively low proportion of government vocational education and training (VET) funds targeted at it, despite being a major destination of employment for new graduates. Retailing employers are less satisfied with VET provision than those in most other industries. Technical and further education graduates working in retailing tend to rate the quality of their course quite high but its relevance quite low. Retailing employers spend less than all other industries except one on structured training for employees. In recent years, it has been the major employing sector for apprentices. (Appendix includes six tables.) (YLB)

ED 435 036   CE 079 289

Dumbrell, Tom
Transport and Storage. Industry Training Monograph No. 9.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 40p.; For other Industry Training Monographs, see CE 079 276-288.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Education Work Relationship; *Employment Patterns; Employment Projections; Employment Qualifications; Foreign Countries; Graduate Surveys; Job Skills; *Job Training; Labor Force Development; *Labor Needs; National Surveys; Postsecondary Education; *Storage; Tables (Data); Technology Education; *Tourism; *Transportation; Travel; Vocational Education; Wages
IDENTIFIERS- *Australia

Australia's transport and storage industry is a large, diverse sector covering all forms of transport operation, including road, rail, air, and sea, and related services: stevedoring, port operations, customs agencies, and travel agencies. Employment in this industry has not grown as quickly over the last decade as employment in general. Under pressure of competition, the government-owned rail sector has sustained substantial job losses. In the 1990s, the industry has increased its gross product more rapidly than the total economy. The recent Asian financial crisis has slowed down the tourist market. About 77 percent of workers are males and around 87 percent of jobs are full time. They are somewhat older than those in the whole workforce, and average weekly hours worked are relatively high. Greater concentrations of employment are in Queensland, New South Wales, and Tasmania. Occupational composition varies substantially from the overall

The START Curriculum: An Interactive and Experiential Curriculum for Building Strong Character and Healthy Relationships in Middle and High Schools.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Class Activities; *Daily Living Skills; Elementary School Curriculum; Evaluation; Group Counseling; High School Students; High Schools; *Interpersonal Relationship; Middle School Students; Middle Schools; Questioning Techniques; Secondary School Curriculum
IDENTIFIERS- *Character Development; *Character Education

This booklet is designed for teachers and counselors in middle schools and high schools who are teaching the Sharing Today and Responsibility Tomorrow (START) Curriculum. The mission of the START Curriculum is to help students develop strong character by providing them with awareness, knowledge, and skills for building healthy relationships with themselves, important others, and the community. This is accomplished through experimental and interactive activities that do not lecture or proselytize. This curriculum may be used as a standalone semester-long course, in group counseling situations, as an adjunct to life skills and teen living courses, and within religious organizations. It is appropriate for middle school age students to adults. The introduction section of the booklet discusses how to and who should use the curriculum, grading and assessment, the history of the program, which activities to include if presentation of the curriculum is abbreviated, and solution-focused questions. The rest of the booklet is dedicated to the presentation of 80 activities, with accompanying handouts for most. Descriptions of activities provide objectives of the activity, sequential procedure for the activity, and suggested questions for processing issues raised within the activity. (Contains 17 resources.) (MKA)

ED 435 056 CG 029 489

Kobayashi, Futoshi
Cultural Differences and Similarities in Terms of Child and Adolescent Psychopathology.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Biological Influences; Child Development; Children; Context Effect; *Cultural Influences; *Culture; Family Life; Minority Group Influences; Psychological Patterns; *Psychopathology
IDENTIFIERS- Cultural Universals; *Universalism

This study investigates the controversy over whether or not culture has an effect on child and adolescent psychopathology. It presents the two opposing positions held in the field. The "universalists" argue that child and adolescent psychopathology is significantly similar across cultures. The "culturalists" argue that culture is a strikingly important factor when it comes to psychopathology. The study suggests that more cross-cultural studies of child and adolescent psychopathology are needed to make definite conclusions about the debate among the researchers since both sides are right to some degree. It suggests that the debate may not be a valid topic because some

Establish a Solid Therapeutic Relationship" (D. M. Kaplan) (2) "Using Figure/Ground to Focus Treatment with Couples and Families" (C. Baldwin); (3) "Using Jungian Type Psychology to Value Complementary Preferences in Couples" (Harmon); (4) "Personality Priorities in Couples Counseling" (J. M. Holden); (5) "Using Play Therapy to Assess Family Dynamics" (D.S. Sweeney, S.L. Rocha)); (6) "Graphic Perceptions" (F. DaJiolid); (7) "Using the How I Remember My Family Questionnaire in Couples Counseling" (R. E. Watts); (8) "Using the BASIS-An Inventory with Couples" (M.S. Wheeler); (9) "Perception Pie" (J. Zarski, P. Parr); (10) "Constructing Religious/Spiritual Genograms" (M.W. Frame); (11) "Unresolved Couple Conflict: Clinical Use of the Family of Origin Scale" (A. J. Hovestadt); (12) "The Intimacy Genogram" (R. Sherman); (13) "Self-Focus Exercise" (S.A. Gallagher Warden); (14) "Dissolving a Problem: Structuring Externalizing Interviews with Couples" (J.R. Bitter) ; (15) "Using Audio and Video Feedback" (M.R. Carns); (16) "Bringing a Symbol: An Experiental Exercise for Systematic Change" (P. Erdman); (17) "Scriptotherapy: Therapeutic Writing for Couples and Families" (R. J. Riordan, J.E. Soet); and (18) "Therapeutic Gossip" (W.M. Walsh, R. Keenan). (Contains 151 references, 4 figures, and 1 appendix.) (Author/JDM).

ED 435 075　　　　CG 029 543

A Model Developmental Guidance and Counseling Program for Texas Public Schools. A Guide for Program Development Pre-K-12th Grade. Third Edition.
PUB DATE- 98
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Educational Counseling; Elementary Education; Elementary School Students; Elementary Secondary Education; Guidance Objectives; Models; Preschool Children; Program Development; Program Guides; Public Schools; School Counseling; School Counselors; School Districts; *School Guidance; Secondary Education; Secondary School Students; State Curriculum Guides; State Departments of Education; Teachers; Teaching Guides
IDENTIFIERS- Texas

This guide describes what constitutes a quality school guidance program, which provides equal opportunities for all students to receive guidance and counseling. It states that this developmental guidance and counseling program can play a vital role in assisting teachers and other staff in the integration of guidance objectives with their other instructional goals. The guide was developed to provide all Texas students with equal access to developmental guidance and counseling programs. Thus, this guide can serve as a model and an impetus to help implement guidance programs around the state of Texas and elsewhere. It outlines a program development/improvement process that has been successfully implemented in school districts and describes how to tailor the program model to meet needs of a vast array of public schools. Section I includes background and contextual information about guidance programs and describes the philosophical foundation for guidance programs in Texas. Section II defines the structure of the model and presents recommendations for designing appropriately balanced programs. Section III defines the roles and environment, high mobility rate, low intellectual ability, inability to link new material with prior knowledge, poor reading skills, and lack of continuing education of teachers. A review of current literature and analysis of the identified problem in the targeted schools led to the use of graphic organizers to improve comprehension and vocabulary skills. Post intervention data revealed improvement in reading comprehension and vocabulary skills. (Contains 66 references and 17 tables of data; 59 appendixes contain checklists, graphic organizers, diagrams, survey instruments, and writing samples. (Author/RS)

ED 435 095 CS 013 738

Gunner, Alison S.; Smith, Julie A.; Smith, Saude D.
Improving Comprehension and Attitude toward Reading Using a Balanced Reading Approach.
PUB DATE- 99
NOTE- 162p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Elementary Education; Grade 3; Grade 8; *Instructional Effectiveness; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; *Student Attitudes
IDENTIFIERS- Balanced Reading Instruction; Graphic Organizers

This report describes an effective instructional technique for advancing reading comprehension through a balanced reading program. The targeted population consisted of third- and eighth-grade students from three middle class communities located in the south suburbs of Chicago. Reading comprehension concerns were documented through data obtained from standardized tests, teacher-made comprehension assessments, a parent survey, and student surveys. A balanced reading program was implemented to improve students' attitudes toward reading and to promote comprehension within the targeted classrooms. The balanced reading program combined read aloud, shared reading, guided reading, independent reading, and a home-school program that lead students to respond critically and thoughtfully to literature. The intervention proved successful as evidenced by test results and post surveys. Posttest scores demonstrated increased growth in reading comprehension within all targeted grades. Post surveys provided information to support attitude improvement. (Contains 56 references, and 11 tables and 12 figures of data; appendixes contain survey instruments, graphic organizers, logs, self report instruments, and pre-and posttests.) (Author/RS)

ED 435 096 CS 216 898

Fowler, Elaine Danielson
Improving Style in Students' Written Compositions.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Higher Education; Language Styles; Secondary Education; *Writing (Composition); Writing Difficulties; *Writing Improvement; *Writing Strategies
IDENTIFIERS- Error Monitoring; *Writing Style

This paper is concerned with expression in composition. Expression includes the unity, coherence, and emphasis/purpose four categories: meets expected growth, low-performing school, nonrecognition school, and meets exemplary growth. The article then explores the various problems this method engendered, such as concerns that the statistical complexity of the program was exacerbated by a lack of explanatory materials for the public and for teachers, and teachers' and schools' belief that truncating the curriculum was a reasonable strategy for meeting expectations. (Contains 15 references.) (RJM)

ED 435 115 EA 030 089

Budget Analysis, 1999-00. Review of the Enacted Budget.
PUB DATE- 99
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; Higher Education; Problems; State Aid
IDENTIFIERS- *New York

This report provides an overview of New York State's 1999-00 budget. The analysis states that spending for 1999-00 increased by $2.7 billion over the previous year. It portrays a dire situation in which projected budget gaps will be approximately $2.8 billion in 2000-01 and $4.6 billion in 2001-02. The budget does feature planned, year-end fund balances, but the level of nonrecurring resources also increased. It describes how most of the budget's spending increases are driven by current law and the legislative rejection of proposed cuts, rather than by program expansions. The text focuses on how education, local governments, and health and social services fared in the budget. It details how a 7.8 percent state-aid increase is provided for the 1999-00 school year, bringing total aid to more than $12.6 billion. However, this increase is diminished by the budget's failure to advance the equity of the aid distribution and by the lateness of the budget. Local governments received a small, year- to-year increase in revenue sharing aid, and Medicaid received no new cuts. A multiyear tax cut was enacted, but it is claimed that under other measures the budget would have constituted a tax increase. Finally, a description of a five-year capital plan is offered. (RJM)

ED 435 116 EA 030 090

McCreight, Carolyn
Ethics and Gender Diversity in School Management: Viewpoint.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; Educational Administration; Educational Improvement; Elementary Secondary Education; *Employment Opportunities; Females; Sex Bias; *Sex Discrimination; *Women Administrators

This report analyzes the continued underrepresentation of women in educational administration. It emphasizes that schools are places where diverse groups come together to learn and administrators are responsible for protecting the rights and freedoms of all groups within the school. The paper describes the state of gender equity in the United States and the ongoing discrimination that still exists. It discusses the positive purpose, such as how the PA provides a safe environment, and details how to sustain the developmental process over time. The remainder of the report describes some of the key issues and learning since the program's inception in 1990. This includes what PAs do and the roles they play, how to be a more effective PA, PA learning to date, and other modes and mediums to be used with the process advising and coaching methodologies. The last section offers a brief developmental relationship-assessment exercise, focusing on the types and intent of various coaching roles. A series of appendices includes descriptive materials about the program and some of its tools. (Contains 25 references.) (RJM)

ED 435 136 EA 030 120

Drury, Darrel W.
Reinventing School-Based Management: A School Board Guide to School-Based Improvement.
PUB DATE- 99
NOTE- 72p.; An "Executive Summary," separately published in the form of a six-panel brochure, is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Boards of Education; *Educational Change; *Educational Improvement; Elementary Secondary Education; Models; *School Based Management; School Policy; *School Restructuring

This report critiques the movement to decentralize decision making in public education. It provides an indepth examination of school-based management (SBM) with the aim of revealing why this type of reform seems to have had so little payoff for students. It addresses several key questions: What are the objectives of SBM, and are these objectives consistent with an expectation of increased student performance? What is the theoretical basis for SBM and does that theory link SBM to student performance? How fully have SBM programs been implemented? and How can SBM be modified to increase its likelihood of positively influencing student achievement? The report is presented in four chapters. Chapter 1 is devoted to definitions, objectives, and theory underlying SBM, whereas chapter 2 focuses on SBM as it is currently practiced in school districts across America, with an emphasis on the limits of its design and implementation. Chapter 3 presents a proposed model of school-based improvement (SBI), and chapter 4 provides guidance to school boards seeking to implement this new approach. The SBI model, which builds upon existing theory, is offered as an alternative to SBM. Its ultimate objective is to improve school performance and to raise student achievement through a district-wide effort. (Contains 168 references.) (RJM)

ED 435 137 EA 030 121

Krent, Nancy Fredman; Cairns, Scott S.; Dodge, Jean Arnold
Americans with Disabilities Act: Its Impact on Public Schools.
PUB DATE- 93
NOTE- 121p.; Cover page may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Educational Legislation; Educational Practices; *Educational Principles; Elementary Secondary Education; Federal Legislation; *Intervention; Special Education
IDENTIFIERS- *Functional Behavioral Assessment; *Individuals with Disabilities Educ Act Amend 1997; *Positive Behavioral Support

This monograph is a guide to positive behavioral intervention and support (PBIS) and functional behavioral assessment (FBA) in the special education of students with behavior disorders as emphasized in the 1997 amendments to the Individuals with Disabilities Act (IDEA 97). An introduction explains that positive behavioral support represents the integration of four key elements: a science of behavior, research-validated and practical interventions, attention to social values, and a systems approach. Individual chapters have the following titles and authors: (1) "Issues in Conducting Functional Assessments Efficiently and Effectively" (Glen Dunlap and Meme Hieneman); (2) "Developing Positive Behavioral Support Systems" (Robert H. Horner and George Sugai); (3) "School-Wide Application of Positive Behavioral Supports" (Ron Nelson and George Sugai); (4) "Effective Behavioral Supports in the Schools: Considerations for District and School-Based Administrators" (Cheryl Hofweber); and (5) "IDEA 97 and FBA/PBIS: Policy and Implementation Guidelines" (H. Rutherford Turnbull, Ann Turnbull, and Brennan Wilcox). (Contains 49 references.) (DB)

ED 435 156 EC 307 488

Cantrell, Mary Lynn; Cantrell, Robert P.; Valore, Thomas G.; Jones, James M.; Fecser, Frank A.
A Revisitation of the Ecological Perspectives on Emotional/Behavioral Disorders: Underlying Assumptions and Implications for Education and Treatment. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/DB: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 59p.; For other monographs in this series, see EC 307 486-492.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; *Educational Environment; Elementary Secondary Education; *Emotional Disturbances; Intervention; Severe Disabilities; *Special Education; *Teaching Models
IDENTIFIERS- *Ecological Model (Special Education); *Project Re Ed (Hobbs)

This monograph is a guide to the ecological perspective on the education of children and youth with serious emotional and behavioral problems. An introduction explains that the ecological view defines emotional disturbance not as something existing in the child, but rather as the expression of discord in the ongoing transactions between a child and others in his or her unique world. Individual chapters address the following topics: (1) emergence of the ecological perspective; (2) basic premises of the Re-ED philosophy as developed by Nicholas

A thematic approach used to teach Chinese to third-grade Chinese-American children is described and illustrated with photographs and student art. The unit discussed focused on the moon, and was scheduled to coincide with the Chinese Moon Festival. Language related to the moon was taught by introducing vocabulary and Chinese characters with a moon radical, guessing riddles about the moon and about Chinese characters related to the moon/month, engaging in art activities related to the moon, describing of festivals related to the lunar calendar, and teaching scientific content about the moon through games. It is concluded that the unit provided a holistic, natural approach to teaching language through culture, art, and science, and gave the students comprehensible input in meaningful contexts. (MSE)

ED 435 177 FL 026 029

Friedman, Debra A.
Teasing as Pedagogy in a Russian as a Foreign Language Class.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; College Instruction; *Error Correction; Higher Education; *Pragmatics; *Russian; Second Language Instruction; *Second Languages; *Teacher Student Relationship
IDENTIFIERS- *Teasing

A study investigated the use of teasing as a teaching technique in a first-year college-level Russian class at a major university in California. The instructor is a native Russian speaker, and the class consisted of nine undergraduate students. A review of literature on teasing reveals its dual nature for conveying both a literal message of insult and a "metamessage" of playfulness. It was found that in this classroom context, teasing was used as a strategy for error correction, but only for pragmatic errors, not grammar or pronunciation. Six segments in which the teacher teases one or more students in order to make a pragmatic point are examined, and a structure is identified in the sequences: a problem (an utterance whose pragmatic form or message content is problematic); corrective teacher feedback; the target response to the feedback; audience response; and follow-up. It is concluded that, as playful enactments of serious activities, the teasing sequences described here offer an ideal space for language socialization. Through participation in them, students are engaged in naturalistic interactions in the target language that require them to attend not only to grammatical form, but also to the social and affective dimensions of language. (Contains 17 references.) (MSE)

ED 435 178 FL 026 030

Reedy, Sean
An Intercultural Approach to Recognizing and Responding to Japanese University Students' Attitudes towards Testing.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY,

focus: graphic organizers/semantic mapping; the language experience approach; student-directed sharing time and discussion; a cross-age project; and critical autobiographies. The fifth chapter addresses issues in classroom implementation and student assessment, and the final chapter offers ideas for classroom research. Appended materials include a protocol to gather information about learners, notes on additional classroom techniques, sample graphic organizers, and a list of recommended assessment practices. Contains 90 references. (MSE)

ED 435 199 FL 026 053

Poplack, Shana, Ed.
The English History of African American English. Language and Society Series; 28.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Dialects; Creoles; *Diachronic Linguistics; *English; *Grammar; *Language Patterns; Language Research; *Linguistic Theory; Morphology (Languages); Phonology; Sociolinguistics; Syntax; Verbs
IDENTIFIERS- *African Americans; Questions

Essays on the history of African American Vernacular English (AAVE) include: an introduction to the evolution of AAVE within the African American diaspora (Shana Poplack); "Rephrasing the Copula: Contraction and Zero in Early African American English" (James A. Walker); "Reconstructing the Source of Early African American English Plural Marking: A Comparative Study of English and Creole"(Shana Poplack, Sali Tagliamonte, Ejike Eze); "Negation and the Creole-Origins Hypothesis: Evidence from Early African American English" (Darin M. Howe, James A. Walker); "Old 'Was,' New Ecology: Viewing English through the Sociolinguistic Filter" (Sali Tagliamonte, Jennifer Smith); "The Question Question: Auxiliary Inversion in Early African American English" (Gerard Van Herk); "It's All Relative: Relativization Strategies in Early African American English" (Gunnel Tottie, Dawn Harvie); and "Some Sociohistorical Inferences about the Development of African American English" (Salikoko S. Mufwene). (MSE)

ED 435 200 FL 026 054

Macias, Reynaldo Flores; Alegria, Adelina; Resnik, Ana Maria Rodrigues
Content Analysis of Funded Enhancement Project Applications--Fiscal Year 1995.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Content Analysis; Demography; Elementary Secondary Education; Family Programs; Federal Aid; Federal Programs; *Grants; Limited English Speaking; Objectives; Parent Participation; Professional Development; *Program Design; Program Evaluation; *Program Proposals; Resource Allocation; Staff Development; Student

in 1995-1996 and 13.9 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, communications technologies faculty in public institutions received average annual salary increases of 0.8 percent below the cost of living, while communications technologies faculty in private institutions received average annual salary increases equal to inflation (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 221 HE 032 439

Howe, Richard D.
Salary-Trend Study of Faculty in Computer and Information Sciences for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Computer Science; Higher Education; *Information Science Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 6,476 college faculty in the field of computer and information sciences for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in computer and information sciences for public institutions was 14.1 percent higher than the average salary for faculty in all major fields in 1995-1996 and 14.5 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 2.8 percent higher than the average salary for faculty in all major fields in 1995-1996 and 2.5 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, computer and information sciences faculty in public and private institutions received average annual salary increases of 1.2 percent and 1.8 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 222 HE 032 440

Howe, Richard D.
Salary-Trend Study of Faculty in Counselor Education/Student Counseling and Guidance Services for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Counseling; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; *School Counseling;

professor rank), faculty mix percent, and salary factors. A brief summary of the data follows. A concluding section compares salary trend information for public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that average multi/interdisciplinary studies faculty salaries in 1995-96 in public and private institutions were, respectively, 18.6 percent and 10.8 percent below those of all ranks in all major fields; in 1998-99, these averages were, respectively, 1.0 percent and 13.1 percent lower than the average salary in all major fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 243 HE 032 461

Howe, Richard D.
Salary-Trend Study of Faculty in Music for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Music; *Music Teachers; *Private Colleges; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 10,322 music faculty is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the trend year 1998-99 were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for all participating institutions by rank of faculty (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that in 1995-95 average music faculty salaries in public institutions were 11.0 percent lower than those for all ranks in all major fields, and those in private institutions were 15.2 percent lower. In 1998-99 faculty salaries in public institutions were 12.0 percent lower, and those in private institutions were 17.7 percent lower. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 244 HE 032 462

Howe, Richard D.
Salary-Trend Study of Faculty in Nursing (R.N. Training) for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; Pell Grant Program

This report lists schools with fiscal year (FY) 1995, FY 1996, and FY 1997 official cohort student loan default rates that are 25 percent or higher. As a result, these schools are subject to initial loss of eligibility to participate in the Federal Family Education Loan Program, the Federal Direct Student Loan Program, and/or the Federal Pell Grant Program unless they submit cohort default rate appeals. Schools are listed in state order by Office of Postsecondary Education identification number. Data elements include the types of loan programs in which the schools are currently participating; school name and address; program length/type/region/district; fiscal years for which the default rates have been calculated; number of borrowers in default; number of borrowers in repayment; the default rate; the rate type; and rate calculated by loan program. (DB)

ED 435 264 HE 032 482

Schools Subject to Limitation, Suspension, and/or Termination Action of All Title IV Programs Due to Excessive FY 1997 Cohort Default Rates.
PUB DATE- 99
NOTE- 27p.; For related documents, see HE 032 480-483.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Eligibility; *Federal Aid; Federal Programs; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Higher Education Act Title IV

This report lists schools with fiscal year (FY) 1997 official cohort default rate that are 40.1 percent or higher. As a result these schools may be subject to limitation, suspension, and/or termination from all Title IV student financial assistance programs unless they submit cohort default rate appeals. Schools are listed in state order by Office of Postsecondary Education identification number. Data elements include the types of loan programs in which the schools are currently participating; school name and address; program length/type/region/district; fiscal years for which the default rates have been calculated; number of borrowers in default; number of borrowers in repayment; the default rate; the rate type; and rate calculated by loan program. (DB)

ED 435 265 HE 032 483

Schools Subject to Extension of Loss of Eligibility To Participate in the Federal Family Education Loan Program (FLELP, Federal Direct Student Loan Program (FDLSP and/or Federal Pell Grant Program (FPGP). Due to FY 1995, FY 1996, and FY 1997 Cohort Default Rates That Are 25.0% or Greater.
PUB DATE- 99
NOTE- 28p.; For related documents, see HE 032 480-482.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Eligibility; *Federal Aid; Federal Programs; *Loan Default; Loan Repayment; Postsecondary Education; Statistical Data; Student Financial Aid; *Student Loan Programs; Tables (Data)

A Guide to Grassroots Activism: Moving Nursing Education's Public Policy Agenda. Second Edition.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; Change Agents; Deans; Higher Education; *Legislators; *Lobbying; *Nursing Education; Policy Analysis; Policy Formation; Political Influences; *Public Policy
IDENTIFIERS- *American Association of Colleges of Nursing

This guide is intended to help people in the nursing profession, especially deans at schools of nursing, to effectively influence public policy at the federal level. Introductory material identifies key Senate and House committees and stresses the importance of establishing and maintaining a relationship with one's representatives in the Congress. It also examines some of the principles involved in searching for a community of interests with political candidates both before and after the election, as well as the role of the American Association of Colleges of Nurses. A five-stage grassroots action plan is proposed, which includes: (1) community role and coalition building--the need for nursing schools to join in a broad coalition of groups with shared objectives; (2) introduction/re-introduction--the importance of meeting personally with representatives and/or senators; (3) developing a relationship with elected officials, with an emphasis on framing nursing issues in terms of the member's key concerns; (4) maintaining the relationship through frequent substantive contacts; and (5) mutuality--the importance of providing public support for a supportive legislator. Also included are guidelines for lobbying and political action committees. Contact information for Congressional members and an after-action report form are appended. (DB)

ED 435 287 HE 032 505

Rose, Rod
Charting a New Course for Campus Renewal: Lessons from the New Mexico Higher Education Symposium on Capital Renewal and Deferred Maintenance (Albuquerque, New Mexico, April 9-10, 1998).
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Capital; Colleges; Conferences; *Educational Facilities; Financial Support; Higher Education; *Long Range Planning; *School Maintenance; Universities
IDENTIFIERS- *Deferred Maintenance; *New Mexico

This publication summarizes ideas and outcomes of the first-ever symposium on capital renewal and deferred maintenance (CRDM) at New Mexico public institutions of higher education. A preface by Donald L. Mackel of the University of New Mexico reviews state policy concerning facility maintenance responsibilities and the university's CRDM status. Chapter 1 briefly reviews the past 40 years of studies on the importance of CRDM issues. Chapter 2 reviews the symposium organization. Chapter 3 offers definitions for key terms and discusses benchmarks, standards, as building age, condition, and replacement cost. The final section describes the amount and type of campus space which is accessible to persons who are confined to wheelchairs. (DB)

ED 435 308 HE 032 526

Legal Education and Professional Development in New York State--Report of the Professional Education Project.
PUB DATE- 96
NOTE- 56p.; Appendices are available separately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Law Schools; *Legal Education (Professions); Long Range Planning; Needs Assessment; *Professional Continuing Education; *Professional Development; Program Evaluation; Statewide Planning
IDENTIFIERS- *MacCrate Report; *New York

This report presents conclusions of a special New York State task force, The Professional Education Project, which examined the 1992 MacCrate Report on legal education and professional development in terms of its usefulness to the State. Part 1 of this report presents the results of surveys of 15 New York law schools, 158 law firms, 28 public sector organizations, and 13 providers of continuing legal education. For law schools, the report reviews instruction in lawyering skills and professional values, and offers examples of approaches presently in use at each of the State's law schools. For law firms, the report covers skills that first-year associates bring with them, the existence of formal training programs at the law firms, training after the first year, and whether the firm has a professional development coordinator. Part 2 evaluates the state's current continuum of legal education. Findings are reported concerning the need for expansion of skills and values instruction, constraints on skills and values instruction, under-utilized resources, procedures for admission to the Bar, and training and professional development after admission to the Bar. Finally, Part 3 presents recommendations for further action concerning each of the above areas. (Contains 27 references.) (DB)

ED 435 309 HE 032 528

Khanna, Devki, Comp.; McCormick, Marcia, Comp.; Polliard, Judy, Comp.
Colleges and Universities: Education Digest, 1998-99.
PUB DATE- 99
NOTE- 160p.; For 1997-98 Digest, see ED 425 678.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *Degrees (Academic); Enrollment Trends; Graduate Study; Higher Education; In State Students; Out of State Students; *Place of Residence; Private Colleges; State Colleges; State Universities; *Student Costs; Tables (Data); Teacher Salaries; Trend Analysis; Undergraduate Study
IDENTIFIERS- *Pennsylvania

This report presents 1998-99 data on Pennsylvania's 34 public and 108 private colleges and universities, as well as for 92 private schools licensed to grant specialized associate degrees. An introduction offers highlights noting that the increase in undergraduate basic student charges was greater than the increase in the consumer price index for all institution types; enrollments have been growing, on average, 1 vary from the general to the specific. Material is presented in six sections: (1) "Billing, Collections, and Cash Management"; (2) "Budgeting and Accounting"; (3) "Employee Benefits"; (4) "Facilities Management"; (5) "Human Resources;" and (6) "Purchasing and General Services." Examples of some of the specific procedures outlined include the following: bookstore transactions; delinquent account collections and bad debt write-offs; monthly payment options and loan plans; budget preparation process; capital budgeting; overhead; travel expenses; employee benefits for independent colleges; health insurance; nondiscrimination rules; parental and adoption leave; retiree and survivor group health insurance; employment termination, retirement benefits; tax-sheltered annuities; construction administration, parking, remodeling and reallocation request; use of campus facilities; affirmation action; conflict of interest; grievance procedure and problem-referral procedure; job classification systems; job posting and job hotline, promotion, sexual harassment; copying and copyrights; independent contractor payments; mail services; printing and graphic services, records management; telecommunication services. (CH)

ED 435 329 HE 032 549

Devlin, Maureen E., Ed.
Futures Forum 1999: Exploring the Future of Higher Education (Fall 1998).
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; Fidelity Investments Institutional Services Co., Boston, MA.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; Change Agents; Change Strategies; Computer Assisted Instruction; Educational Environment; *Educational Trends; Higher Education; *Information Technology; Intellectual Property; Internet; Networks; Paying for College; Peer Teaching; Private Colleges; Research; *Role of Education; *Tenure; Tuition

This document, a summary of reports presented at the 1998 annual symposium of the Forum for the Future of Higher Education, covers a wide range of issues that are likely to influence how colleges and universities deal with such questions as what business they are actually in, what are their institutional strengths, how will they compete in a transformed higher education market, and what are campus leaders' hopes for the future. Summaries of papers presented include: "Higher Education as an Associative Good" (Henry Hansmann); "Students Educating Students: The Role of Peer Effects in Higher Education" (George Goethals, Gordon Winston, and David Zimmerman); "When Industries Change: Scenarios for Higher Education" (David Collis); "Tenure Issues in Higher Education" (Michael McPherson and Morton Owen Shapiro); "Private College Pricing: Are Current Policies Sustainable?" (David Breneman, Lucie Lapovsky, and Daniel Meyers); "Intellectual Property Meets Information Technology" (Dennis Thompson); "Inside Internet2: Advanced Networking for Research and Education" (Mark Luker); and Asynchronous Learning Networks: Strategies for On and Off Campus Network-Enabled Learning" (John Bourne). (CH)

ED 435 330 HE 032 550

underlie our culture and society. Most often discussed in the literature is economic development; political and social development have a significantly lesser role. Helpful additions to the literature are contextual studies that examine the impact of higher education on specific communities. A report developed for the State Higher Education Executive Officers Association examines the role of higher education in the development of the workforce, focusing on such issues as employers', learners', and the public's expectations. Public relations, an increasingly problematic issue, is not well represented in the literature. This area needs more research to understand how public perception affects higher education institutions, what shapes public opinion, and how it can be changed. Collaboration was also a major theme in the literature, with discussions about collaborations with industry, with K-12 educators, and within the institution. (Contains 13 references.) (JM)

ED 435 348 HE 032 571

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Instruction. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; *College Instruction; Educational Research; *Higher Education; Interdisciplinary Approach; Learning; Literature Reviews; Multicultural Education; Outcomes of Education; Teacher Effectiveness; Teaching Skills; Teaching Styles; Technology

The literature on college instruction reached a peak in 1996, one reason being that this topic relates to the larger discussion about the changing role of higher education and to faculty members' changing priorities. Trends identified include the integration of technology into instruction; an emphasis on interdisciplinary teaching and learning; active learning; and the outcomes and "quality" of learning. Underlying these themes is an emphasis on learning rather than on teaching. Several studies examine how the use of technology is changing the learning process, the structure of knowledge, and the nature of instruction. A limited number of articles focus on interdisciplinary programs and instruction, with the discussion usually related to technological instruction. However, one study describes an interdisciplinary program for freshmen that focuses on development of critical thinking, nonverbal communication, writing, and speaking. Many authors describe techniques for engaging students through active learning, but no consensus is seen in the literature on outcomes and quality assessment. Several studies address the issue of balancing research, teaching, and service, and studies on setting standards for exemplary teaching seem to illustrate agreement on the relative merits of good teaching. There is minimal research on how different pedagogical styles can create more inviting learning environments for different racial or gender groups. (Contains 46 references.) (JM)

ED 435 349 HE 032 572

Conference (Miami, FL, March 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; Calculus; *Curriculum Design; Educational Strategies; English Curriculum; Experimental Teaching; Faculty Development; Higher Education; Humanities; *Integrated Curriculum; *Interdisciplinary Approach; Learning; Learning Strategies; Mathematics Instruction; Science Curriculum; Science Instruction; Teaching Methods

IDENTIFIERS- *Learning Communities; *Paired Courses; University of Central Florida

This paper describes the Learning IN Communities (LINC) integrated curriculum project implemented at the University of Central Florida. The report reviews two programs initiated in the fall of 1998, a Biology-English-Statistics class and a Calculus-English-Humanities class. The paper discusses the rationale for attempting this alternate teaching methodology, the approach to instruction, characteristics of the student body, classroom specifics, and the expected and realized benefits and shortcomings of the classes. The program achieved the goals of enhancing teaching and research experiences for the participating faculty and improving student learning. Prior experience across the nation as reported in journal articles indicated that other programs have had the same outcomes. Sections of the report provide an introduction; background information; discussion of anticipated benefits; development, delivery, and documentation of the project; cohort activity examples; and a discussion of outcomes and realized and unrealized benefits of the project. Appended are questions relating to one of the cited articles and a current lifestyle IQ test. (Contains 15 references.) (JM)

ED 435 369 HE 032 592

Venable, Riley H.; Strano, Donald A.

The Relationship between Alcohol Use and Social Responsibility in College Students.

PUB DATE- 99

NOTE- 18p.; Paper presented at the U.S. Department of Education's National Meeting on Alcohol, Other Drug, and Violence Prevention (13th, Albany, NY, November 6-9, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Abuse; *Alcoholism; *College Students; Drinking; Higher Education; *Service Learning; *Social Responsibility; Statistical Analysis; *Student Behavior; Student Characteristics; Student Subcultures; Student Surveys; *Student Volunteers

This study examines the relationship between college student alcohol use and the construct of social responsibility. For purposes of the study, alcohol use was defined by average number of drinks a week and frequency of binge drinking; social responsibility was defined by employment, marriage, living with children, living with parents, and hours of volunteer service. A total of 2,223 students at a midsize southern commuter university was surveyed over a 3-year period using a benchmark survey instrument developed for college students. After statistically controlling for the influence of age, gender, and ethnicity, more than 10 percent of the variance of both binge

ED 435 390 IR 057 540

Bohanon, Patricia L.
Progress Report on "Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples."
PUB DATE- 99
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; American Indian Education; *American Indians; *College Libraries; *Community Colleges; Cooperative Programs; Government Role; Information Technology; Library Collection Development; Library Funding; *Library Services; Library Surveys; Minority Groups; Program Implementation; Program Improvement; Questionnaires; Training; *Tribally Controlled Education; Two Year Colleges; User Needs (Information); Users (Information)
IDENTIFIERS- *Native Americans

This study reports on the results of a mail questionnaire administered to 25 tribal community college libraries in 1999, 6 years after "Pathways to Excellence: A Report on Improving Library and Information Services for Native American Peoples" was released. Data obtained from nine respondents, representing 36% of those surveyed, provided information regarding improvements or implementations made in the time since the report was delivered. The survey was based upon the 10 challenges and their supporting strategies which covered areas of funding, training, collections, cooperative activities, state and local partnerships, federal policy, model programs, archival services, literacy/job skills/strengthened community colleges, and information network technologies. Results were mixed, with a few areas showing distinct improvement, such as collection quality and quantity, measures being developed to assure availability and access to materials, relationships with state library administrative agencies, and recruitment of Native Americans for employment. An area showing overwhelming lack of response for improvement or implementation was in participation in a federal government study of Native American libraries to identify model programs. Further research, in the form of more detailed interviews or focus groups, is required to fully measure the impact of the "Pathways to Excellence" report on the tribal community college libraries. The survey questionnaire and results are appended. (Contains 21 references.) (Author/MES)

ED 435 391 IR 057 541

Mayer, Anne E.
Advancement Information Resources Management: An Information Understanding Profession in Support of Philanthropy.
PUB DATE- 99
NOTE- 136p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Fund Raising; *Information Management; *Information Scientists; *Institutional Advancement; Literature Reviews; Nonprofit Organizations; Occupational Information; Occupational Surveys; Private Financial Support; *Professional Associations; *Professional Recognition; Questionnaires; Researchers; Tables (Data)

Articulation Agreements between Community Colleges and Four-Year Institutions; (4) High School--Community College--Four-Year College Examples of Articulated Programs through Tech Prep; and (5) Opportunities for Advanced Standing for High School Students. Some notable benefits of articulation agreements listed include elimination of uncertainty in the acceptance of credits, elimination of unnecessary duplication of course work, and reduction in the cost of a baccalaureate degree. Contains a list of Virginia's Chief Transfer Officers (1995-96). (TGO)

ED 435 411 JC 990 505

Tennessee Board of Regents Annual Report Card.
PUB DATE- 98
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Community Colleges; Continuing Education; Evaluation Criteria; Higher Education; Performance; *School Effectiveness; State Action; State Departments of Education; State Programs; State Regulation; Statewide Planning; *Student Attitudes; Tables (Data)
IDENTIFIERS- *Tennessee

This document is the Tennessee Board of Regents' (TBR's) second annual report card, which details the accomplishments of the state's public higher education institutions in four areas: student learning, academic programs, faculty productivity, and financial accountability. An overall status report is provided for the entire state system, followed by individual reports for each of the state's 6 universities, 14 community colleges, and 6 technical centers. The specific indicators being reported include: Licensure Fields, Job Placement, Student Satisfaction, Alumni Satisfaction, Core Knowledge and Skills, Graduation Rates, and Degrees Granted under Student Learning; Program Accreditation and External Peer Review for Academic Programs; Faculty Productivity; and Tuition and Fees, Staffing, Expenditures, Private Giving, and Financial Aid under Financial Accountability. Highlighted findings for the entire system include: (1) 87% of 3,239 university students and 85% of 2,164 two-year students who took exams for first professional licenses passed on the first attempt; (2) 91% of students currently enrolled in TBR universities or community colleges said they were very satisfied or satisfied with their education; (3) on standardized tests of core knowledge and skills, TBR students performed as well as students nationally; (4) 99% of TBR programs eligible for national accreditation have received accreditation; and (5) TBR institutions are serving 38,200 more students in 1998 than they did in 1988 with a faculty/staff increase of 2,377. (JJL)

ED 435 412 JC 990 578

Wolverton, Mimi
"You've Come a Long Way Baby!" Rio Salado Community College--Arizona's Shining Star.
PUB DATE- 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

undertaken to explore what "teaching looks like in a teaching college." The researchers were especially interested in the collective nature of teaching: the influence of peer networks, and the culture and incentives that exist within the colleges. The authors conclude that there is a "great divide" in community colleges, which advertise themselves as teaching institutions, but do little to improve the quality of instruction. Two overall findings about the lives of teachers are presented: instructors are overloaded, often teaching 5 classes at a time and having to grade papers and quizzes for 150 students; and they are isolated, partly out of respect for academic freedom, partly out of the proliferation of part-time faculty and lecturers, and partly because of the lack of activities to draw them together around teaching. Opportunities for learning communities and collaborative teaching are found to be rare, and staff development activities are formulaic, contrived, and often not focused on teaching. Myriad examples are provided, often in the instructor's words, of both good and bad teaching practices. Recommendations are made for improving the teaching culture of the community colleges, including revised personnel practices, greater administrative commitment to teaching, and the development of in-service education and staff development. (CAK)

ED 435 431 PS 026 989

Frankel, Susan; Harvell, Cynthia; Wauchope, Barbara
Outside Evaluation of Connecticut's Family Resource Centers. Final Report. Volumes 1 and 2.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.
PUB DATE- 97
NOTE- 257p.; "With the Assistance of: Sharon Beckstrom, Clifford J. Cox, Mary Heath."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Family Programs; *Integrated Services; Models; Program Descriptions; Program Effectiveness; Program Evaluation
IDENTIFIERS- Connecticut; *Family Resource and Support Programs; *School Based Services

In 1993, the Connecticut State Department of Education received federal support for the activities of nine existing Family Resource Centers (FRC) and for funding new FRCs. The FRCs were based on the premise that many childhood and adolescent problems can be prevented by strengthening effective family management practices and establishing a continuum of child care and support services linked to public schools or located in public school buildings. This report details the evaluation of the 18 school-based/linked FRCs, describing their structure and contexts, examining evidence of service use, and presenting information on the effects of the FRCs on families and schools. Chapter 1 presents the service delivery model, describes the core services, and describes the evaluation plan. Chapters 2 through 5 summarize findings related to the following areas: (1) structure of core services, service delivery, financial supports, and staffing characteristics; (2) processes used to deliver services in a school-based/linked setting, including collaborative arrangements; (3) use of FRC services; (4) impacts of FRCs on families and children; and (5) impact of FRCs on schools. Chapter 6 discusses the patterns observed that reflect the implementation of the FRC service delivery model

DESCRIPTORS- Awards; Child Welfare; Children; Donors; *Foundation Programs; *Grants; *Grantsmanship; Private Financial Support; Profiles; Program Descriptions; *Program Proposals; Strategic Planning
IDENTIFIERS- Fund Application; *Grant Recipients; Strategic Grants; Strategic Knowledge

In 1998, the W. K. Kellogg Foundation asked the Harvard Family Research Project to examine current trends, gaps, and opportunities in foundation grantmaking for children and youth. Early in the process, it was clear that there were important transformations in funding goals and strategies underway. This report examines current grantmaking trends and describes promising new strategies to improve the well-being of America's children. The report describes how many foundations are rethinking their roles as risk takers, partners, and supporters of innovation and as promoters of their own and others' learning and accountability. The report also lays out a series of difficult challenges and trade-offs that warrant further discussion among foundations as they chart their role into the next century. The report addresses five specific questions: (1) What is the pattern of funding by age group, level, and sector? (2) What are the key lessons from past grantmaking that are informing future work? (3) What are the major trends in grantmaking strategies? (4) How are foundations reorganizing to develop their new strategies and accomplish their goals? and (5) What are the gaps, opportunities, and challenges for those who want to improve the status and well-being of children and youth? Contains four appendices, including an interview list, survey, and tables of top funders. (SD)

ED 435 450 PS 027 991

Leman, Kevin
The New Birth Order Book: Why You Are the Way You Are. Revised Edition.
PUB DATE- 98
NOTE- 366p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Birth Order; Child Rearing; Childhood Needs; *Children; Discipline; Family Relationship; *First Born; *Life Style; Marriage; *Parent Child Relationship; Parents; *Personality; Salesmanship; Sibling Relationship; Siblings
IDENTIFIERS- Authoritative Parenting; Disciplinary Styles; Last Born; Middle Born; Only Children; Perfectionism

Based on the premise that birth order powerfully influences one's personality, one's marital partner, and one's parenting style, this book presents personal anecdotes, testimonials, and descriptions of well-known individuals or individuals seen in counseling to illustrate the impact of birth order. The book also presents practical ways to take advantage of one's birth order in personal relationships and in the business world. Topics discussed include the following: (1) birth order variables, such as spacing, parental relationships, adoptions, deaths, parents' birth order, and blended families; (2) strengths and weaknesses related to the typical traits of firstborns, only children, middle-born children, and last-born children; (3) problems related to perfectionism, including moving from perfectionism toward excellence; (4) using information on birth order effectively in business, focusing on sales; (5) the impact of birth order on marital relationships, types: easy, intermediate, and difficult. The study found the following distribution of attachment patterns for the whole sample: 48 percent secure, 19 percent insecure-avoidant, 11 percent insecure-ambivalent, and 22 percent disorganized. Although the secure pattern was observed much more frequently among the younger than the older siblings (75 percent versus 42 percent), the distribution of the four groups of attachment classes of the younger siblings was not significantly different. No significant concordance was found for attachment pattern of the siblings. Distribution of temperament types for the whole sample was 18 percent easy, 54 percent intermediate, and 24 percent difficult. No significant concordance was found between the three temperament classes. Attachment patterns were not systematically related to types of temperament. (KB)

ED 435 468 PS 028 039

Well-Child Health Care: Making It Happen. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 98
NOTE- 172p.; For related Training Guide on "Infant and Toddler Transitions," see PS 028 041.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Advocacy; Child Development; *Child Health; Child Welfare; Childhood Needs; *Health Programs; Health Services; Preschool Education; *Preventive Medicine; Professional Development; *Training; Workshops
IDENTIFIERS- *Project Head Start; Training Materials; *Well Child Care

Noting that by assuring well-child health care, screening, assessment, and follow-up for every child, Head Start can make a significant difference in children's lives, this training guide is intended to provide support to enhance the quality of Head Start well-child health care. The three training modules of the guide are organized to provide learning opportunities in workshops or smaller sessions. Each module contains: (1) outcomes; (2) key concepts; (3) background information; (4) questions for discussion and reflection; (5) learning activities; (6) points to consider; (7) next step ideas to extend practice; and (8) handouts. Module one, "What Is Well-Child Health Care and Why Is It Important?" addresses the importance of well-child health care and linking a family to a medical home. Module two, "Partnerships in Ongoing Well-Child Health Care," addresses the importance of supporting parents as health care consumers by accessing the available services in their communities. Module three, "Advocacy, Action, and Access," addresses the importance of reaching out into the community for collaborations that could improve delivery of services to children and families, and advocating for change where services are missing. The guide concludes with sections on continuing professional development for Head Start staff and additional resources. Appendices include recommendations for well-child health care, well-child health care fact sheets, and blank records and forms for use by participants. (Contains an annotated bibliography and contact information for national organizations. (SD)

ED 435 469 PS 028 041

ED 435 487 PS 028 073

Graue, Elizabeth; Prager, Dana
Learning To Be a Parent: A Bakhtinian Analysis of Home-School Relations.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Family School Relationship; Interviews; *Parent Attitudes; Parent Participation; Parent Responsibility; *Parent Role; *Parent School Relationship; *Parents; School Responsibility; Theories
IDENTIFIERS- Bakhtin (Mikhail)

When their children begin school, parents already have in place ideas and practices that have an impact upon their interpretation and incorporation of school culture. This paper uses Bakhtin's concepts of addressivity, answerability, and ethical activity to analyze key thinking related to home-school relations and to illustrate how parents of kindergartners and first graders from one elementary school frame their parental role in their discussions of expectations for their child, themselves, and their child's teacher. Data were collected by means of parental interviews as part of a larger ethnographic study on community beliefs about school readiness. The findings suggested that although parents' orientations were shaped by cultural meanings related to social class and gender, they were distinctly personal. Parents relied on their own experiences as students, professional experiences as educators, experiences with their other children and the school culture, and understanding of their individual children to frame expectations and gauge their child's progress. Cultural practices had a strong set of social networks used to help parents understand their role, provide resources for action, and set frameworks for action. Opportunities for parental congregation and information sharing were provided at the bus stop, through volunteering to gain information on their child's daily routine and to gain a voice with their child's teacher, and through developing a personal relationship with the teacher and maintaining a position of equality with staff without overstepping boundaries. (Contains 15 references.) (KB)

ED 435 488 PS 028 078

Chapin Hall Projects and Publications. Autumn 1999.
PUB DATE- 99
NOTE- 86p.; For 1998 guide, see ED 424 944.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adoption; *Child Welfare; Children; Community Development; Foster Care; *Intervention; Juvenile Courts; Juvenile Justice; Program Descriptions; Research and Development; *Research Projects; School Business Relationship; School Community Relationship; *Social Services; Well Being
IDENTIFIERS- Family Preservation Services; Family Support;

researchers, practitioners, and institutions.(MN)

ED 434 997 CE 079 183

Global Community of Adult Learning through Information and Documentation: Developing a Network of Networks. Improving Conditions and Quality of Adult Learning. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Comparative Analysis; Developed Nations; Developing Nations; *Documentation; Educational Cooperation; Educational Policy; Educational Research; Equal Education; Foreign Countries; *Global Approach; Information Dissemination; *Information Networks; Information Services; Intercultural Communication; International Cooperation; *International Educational Exchange; Policy Formation; *Shared Resources and Services
IDENTIFIERS- ERIC

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines the need to establish a global community of adult learning through information, documentation, and development of a network of networks. Among the topics discussed are the following: issues and challenges emerging from uneven distribution of adult education documentation and resources in industrialized and developing countries and by geographical region (the knowledge explosion, the problem of uneven access, and the diversified nature of information); strategies for improving communication between centers; the complementary nature of electronic and conventional approaches to information dissemination; the need to strengthen collection of unpublished research papers and reports from all countries; ways of linking information dissemination and policymaking; and the role of adult learning information and documentation specialists. Concluding the booklet are the following: (1) a list of the agencies/organizations represented on the steering committee formed to guide the development of a global network of information and documentation centers that would counteract current imbalances in the collection and dissemination of literature/media and information on adult learning in different regions; and (2) suggestions for facilitating global exchange of information and documentation. (MN)

ED 434 998 CE 079 184

Monitoring Adult Learning for Knowledge-Based Policy-Making. Improving Conditions and Quality of Adult Learning. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 20p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; Data Collection; *Educational Assessment; *Educational Policy; Educational

help host populations to understand the rights and conditions of migrants and refugees and to enroll nomadic populations in education programs. (KC)

ED 435 017   CE 079 203

Adult Learning for Prisoners. Adult Learning and Groups with Special Needs. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 14p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Civil Liberties; *Correctional Education; Educational Demand; *Educational Needs; Foreign Countries; Government Role; Policy Formation; *Prisoners; Program Development; Program Implementation; *Public Policy

This booklet examines adult education needs and opportunities for incarcerated persons from the perspective of experts and former inmates. The booklet considers adult learning a basic human right and a crucial step towards the reintegration and the rehabilitation of prisoners and that there is a great demand for learning in correctional institutions. At the same time, conference workshop participants felt that the demand was not being met appropriately. Future strategies and the issue of the right to adult education for inmates were raised. In addition, the workshop explored ways to continue and improve cooperation and networking among those who are involved in prison education. The booklet concludes that it is imperative to recognize prisoners' right to learn and to provide programs and curricula that can facilitate their learning. (KC)

ED 435 018   CE 079 204

Making Education Accessible and Available to All Persons with Disabilities. Adult Learning and Groups with Special Needs. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Civil Liberties; Developed Nations; *Developing Nations; *Disabilities; *Educational Needs; Educational Technology; *Equal Education; Foreign Countries; Government Role; Policy Formation; Program Development; Program Implementation; *Public Policy; Special Needs Students

This booklet examines adult education needs and opportunities for persons with disabilities. It reports on the following: the changing perceptions and definitions of disability in both developed and developing nations, the rights of disabled persons, the need for educational policies for adults with disabilities, and the inclusion of people with disabilities in the community. The booklet concludes that educational opportunities for people with disabilities can be promoted only by making all forms of learning and training accessible to them, fostering institutional policies that ensure equal access and intervention with appropriate learning technology, and pattern of the labor force. The bulk of workers, 46 percent, are in the intermediate production and transport occupational group, including the largest full-time occupation category for males in Australia, truck driver. The industry receives only a small level of direct government funding for vocational education and training (VET) provision. Employers are relatively dissatisfied with VET provision; VET graduates are less critical. Employers in the air transport sector are among the highest spenders of all industry groups on structured training for employees. (Appendix include five tables.) (YLB)

ED 435 037 CE 079 308

Kerka, Sandra
Has Nontraditional Training Worked for Women? Myths and Realities No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Education Work Relationship; Educational Improvement; Educational Legislation; Educational Needs; Educational Trends; Employment Patterns; Equal Education; Federal Legislation; Job Training; Needs Assessment; *Nontraditional Education; *Nontraditional Occupations; *Outcomes of Education; Postsecondary Education; Secondary Education; Sex Discrimination; Trend Analysis; *Vocational Education; *Womens Education

Since the 1970s, federal legislation and public and private sector initiatives have attempted to increase the numbers of women employed in occupations considered nontraditional for females. In 1998, women accounted for 20-25% of employees in a handful of nontraditional occupations (NTOs) but less than 10% of employees in many other NTOs. Secondary vocational enrollments remain largely gender segregated, and although enrollment of women in postsecondary education has increased overall, the numbers of women remain small in many program areas. Reasons for this limited progress in increasing the numbers of women preparing for NTOs include the following: Perkins equity and single-parent/displaced homemaker grants have been small and few in number; equity remains a low priority and is not adequately addressed in teacher education; and appropriations for equity provisions in some legislation are minimal or nonexistent. The greatest increase of women in NTOs has been in professions; however, most women (73%) remain in nonprofessional occupations. Some barriers to increasing the number of women in NTOs remain impervious to the legislative and educational remedies attempted over the past 3 decades. To succeed, efforts to boost the numbers of women in NTOs must be institutionalized rather than simply viewed as add-ons, and corrective measures should address the wider sociocultural issues that constitute the greatest barriers. (Contains 21 references.) (MN)

ED 435 038 CE 079 309

Brown, Bettina Lankard
Good Work Ensures Employment Success. Myths and Realities No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

psychopathology can have a strong biological base and another psychopathology can have strong cultural influences. In addition, culture is too vague and global an area to study because it includes religion, community, socioeconomic status, and ethnicity. Before studies in culture could be conclusive, the topic would have to be described in more specific terms (i.e., religion or region). The paper concludes with some recommendations for successful multicultural therapy. Open-mindedness and cultural empathy are essential. Cultural empathy can be accomplished in three processes: knowing the background of the client, sensitively sharing the pain of the client, and expressing genuine concern and care for the client. (Contains 41 references.) (JDM)

ED 435 057 CG 029 490

Report to Congress on Juvenile Violence Research. OJJDP Report.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; Behavior Problems; Black Youth; *Delinquency; Economically Disadvantaged; Family Environment; *Guns; High Risk Students; Hispanic Americans; Inner City; *Juvenile Gangs; Juvenile Justice; Males; *Minority Groups; Poverty; Prevention; *School Safety; School Security; Secondary Education; Urban Youth; Victims of Crime; *Violence
IDENTIFIERS- *Juvenile Crime; Juvenile Justice Delinquency Prevention Office

This report presents the collective results of studies funded under the Office of Juvenile Justice and Delinquency Prevention congressional directive. The studies confirm that young African-American males are disproportionately involved as offenders and victims of violence, that firearms play a large role in juvenile violence, and that gang members are frequently involved in violence. The studies also show that although many juvenile offenders live in impoverished and high-crime areas, the majority of youth who live in such environments are not involved in serious delinquency. Recommendations emphasize four major areas of intervention: gangs, guns, high-risk juveniles, and locations and times of highest risk for juvenile violence. Examples of programs that address each area are provided. It is argued that the findings from these studies provide additional evidence that violence is taking an alarming toll on minority communities, particularly urban African-American and Hispanic communities. Consequently, there is a need for concentrated prevention efforts in those inner-city neighborhoods that experience the highest level of juvenile violence. Chapters include "Characteristics and Patterns of At-Risk Juveniles and Factors that Contribute to Violence Committed by or against Juveniles," "Accessibility of Firearms and the Use of Firearms by or against Juveniles," "Conditions Associated with an Increase in Violence Committed by or against Juveniles," "Recommendations for Prevention and Control of Juvenile Violence." (Contains 43 references.) (GCP)

ED 435 058 CG 029 514

Coleman, Hardin L. K.
Validating Culturally Relevant Treatment Interventions: What Are We Trying To Change? or Challenges to the Development of Culturally Relevant or Specific Empirically Validated Treatment.
PUB DATE- 99

responsibilities of counselors, including statements about their training, specialized competencies, and appropriate assignments. It also suggests considerations regarding counselor-to-student ratios. Section IV further details scope of the guidance curriculum. Section V outlines a process for implementing the Texas Developmental Guidance and Counseling Program at both district and campus levels. It includes steps to take in planning, designing, implementing, and evaluating the program. In conclusion, Section VI provides guidelines for evaluating the Texas Developmental Guidance and Counseling Program, including the program as a whole, program improvement, and student growth due to program participation. (Contains 20 references.) (JDM)

ED 435 076 CG 029 544

Barabasz, Arreed; Barabasz, Marianne
Treating ADHD with Hypnosis and Neurotherapy.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; *Clinical Diagnosis; Demography; Electroencephalography; Evaluation; *Hyperactivity; *Hypnosis; Neuropsychology; Research
IDENTIFIERS- Cognitive Behavior Therapy; Medication

Traditional diagnosis procedures for Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD) may lead to over-diagnosis and are fraught with complications because the target behavioral symptoms are found in a variety of other disorders. Traditional treatments consisting of powerful side effect laden psychostimulant drugs and/or complex costly behavioral modification programs are at best symptom focused and palliative in nature. Both diagnostic and treatment advances derived from the neurological basis of the disorder are needed, as are habilitative treatment alternatives. This paper presents the procedural details of Instantaneous Neuronal Activation Procedure (INAP) alert hypnosis as an adjunct to neurotherapy in the treatment of ADD. ADD/ADHD diagnostic issues, demographics, traditional treatments, neurological basis, EEG assessment, and implications for the use of hypnosis are reviewed. Recent research demonstrating the efficacy and promise of neurotherapy with and without INAP alert hypnosis is discussed. (Contains 54 references.) (MKA)

ED 435 077 CG 029 545

Parry, Alan
Deconstruction and Therapy Revisited: Including the Excluded.
PUB DATE- 99
NOTE- 51p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Counseling Theories; *Family

of a paper, and its style and/or tone. The paper first gives four alternative definitions of style and offers some specific components of style, such as word choices, sentence structures, and imagery. It then presents and discusses the following common problems related to style: wordiness; redundancy (related to wordiness); excessive use of "who," "which," "that"; unnecessary intensifiers or hedges; too many prepositional phrases; overuse of "be"; overuse of the passive voice; choppy sentences; and lack of sentence variety. Finally, the paper enumerates and elaborates 10 ways to overcome problems and improve style: (1) modeling; (2) imitation; (3) word games; (4) using figurative language; (5) sentence combining; (6) expanding sentence versatility; (7) sentence imitation; (8) sentence variety; (9) copy change; and (10) role play the registers. Contains an 11-item bibliography. (NKA)

ED 435 097   CS 216 902

Davis, Wes; Mahoney, Kelley
The Effects of Computer Skills and Feedback on the Gains in Students' Overall Writing Quality in College Freshman Composition Courses.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computers; *Feedback; *Freshmen Composition; Higher Education; *Word Processing; *Writing Evaluation; Writing Processes; Writing Research; Writing Tests
IDENTIFIERS- Computer Integrated Instruction; Writing Quality

This paper reports the results and educational implications of an experimental, comparative study evaluating the gains in overall writing quality in two groups of college freshmen composition students. The experimental group of 45 students learned to compose their first four of eight essays on the computer, while their professor intervened with feedback during their writing processes. The control group of 43 students did not receive this instructional treatment, as their instructor gave them feedback only after grading each of their eight handwritten products. The researchers hypothesized that feedback from the professor during the planning and composing processes, especially on the computer, was statistically more effective on students' writing quality than the other instructor's graded feedback on students' handwritten products. This study used a quantitative, pretest/post-test experimental design, with statistical analysis (paired T-tests). According to the results, the students' gains in overall writing quality, between pretest and post-test essays, were statistically significant for both comparison groups of college freshmen writers. However, statistically, there was a highly significant difference between the two groups in the students' post-test outcomes. The experimental group had significantly higher post-test scores and showed more significant gains in writing quality than the control group. In addition, students in the experimental group learned long-term skills in word processing for successful communication on any writing assignment. This study also suggests numerous variables or features in teaching writing for further research, helping educators realize that remaining "up close and personal" facilitates their students' planning, composing, and revising, especially on the computer, to produce much more effective college writers, as well as more successful graduates and employees. (Contains 20 references and effects wrought by Title X. It discusses the connection between self-image and the availability of, or lack of, gender-specific role models in the schools, where the teaching staff is predominantly female and the administration is predominantly male. Studies have shown that females typically have lower self-esteem than boys as a result of subtle cultural messages. Those women who do enter educational administration are typically better educated than their male counterparts, with women administrators being almost twice as likely as male administrators to have earned a doctorate. The article discusses the barriers women face in their efforts to move into educational administration and explores how a female's socialization to work differs from that of a man. The report closes by stating that when women are given an opportunity, schools benefit. (Contains 23 references.) (RJM)

ED 435 117 EA 030 091

Nielson, Dori B.; Lamson, Joe; Love, Catherine; Quinlan, Madalyn
Montana Statewide Education Profile: K-12 Public Schools, School Year 1996-97.
PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Educational Environment; Elementary Secondary Education; Instructional Effectiveness; Outcomes of Education; Profiles; State Surveys
IDENTIFIERS- *Montana

This is Montana's first education profile. The measures in the profile, and the information they contain, provide a clear picture of education in the state. Public school education is provided by more than 460 school districts in this, the U.S.'s fourth largest state in terms of land. With only a few large communities, more than two-thirds of the state's school districts enroll fewer than 200 students. Eighty percent of Montanans have completed high school and 20 percent have college degrees. The profile features ten indicators: program offerings and courses; environment for learning; student achievement; school success; student services and activities; school finance; school staffing and teacher characteristics; student involvement in learning; school facilities; and background characteristics of students. Highlights of the profile indicate that over 92 percent of the school systems provide additional services to students through special-education programs and more than 64 percent of the school systems participate in the National School Lunch program. District expenditures for instruction and services to students are 63.7 percent of total expenditures. Ninety percent of the large districts and 86 percent of the smaller districts receive the highest rating in fiscal audits or reviews. Fourteen appendices offer further information on school districts. (RJM)

ED 435 118 EA 030 092

Alao, Solomon; Wright, Henrietta; Newton, Vera
Assessment of an Aspiring Leaders Development Program.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Liberties; *Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; Federal Legislation; *Legal Responsibility; *Public Schools
IDENTIFIERS- Americans with Disabilities Act 1990

This monograph provides a basic understanding of the Americans with Disabilities Act (ADA). Its purpose is to assist school districts in their review of their current practices and policies to ensure that they are in compliance with this federal law and to advise school attorneys, board members, and administrators of the legal issues. It offers a general overview of the law and how it affects employment, public services, public accommodations, telecommunications, and miscellaneous issues. A detailed analysis of the basic principles of the ADA, such as definitions of disability and impairment, is provided, followed by issues surrounding employment and nondiscrimination in government services, including reasonable accommodation, undue hardship, medical examinations, drugs and alcohol, enforcement, and collective bargaining. Differences between the ADA and other federal disability laws are examined, followed by a discussion of the record keeping and administrative requirements of the law. Some of the provisions of programs and services, scope of coverage, program availability and accessibility, new buildings and structural modifications, transportation, and enforcement and remedies are described. Three appendices reproduce the applicable sections of the statute and relevant portions of the implementing regulations and interpretive guidance issued by the Equal Employment Opportunity Commission and the Department of Justice. (RJM)

ED 435 138 EA 030 122

Child Abuse: Legal Issues for Schools.
PUB DATE- 94
NOTE- 198p.; NSBA, Lock Box Operations, P.O. Box 630422, Baltimore, MD 21263-0422 (nonmembers, $25; members, $20; postage and handling, $3.75). Tel: 703-838-6722.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Abuse; *Compliance (Legal); Elementary Secondary Education; Legal Problems; *Legal Responsibility; *School Law; *School Policy; Student Welfare

This monograph focuses on legal problems that schools might encounter in dealing with cases of child abuse. It opens with an article that introduces issues considered in more depth in the chapters that follow. Each of the articles focuses on a particular legal concern that may arise when a school district encounters a case of child abuse. The chapters, written by experts in the field, examine schools' responsibility under federal law, the careful selection of employees, child-abuse training, school employees' legal obligation to report suspected child abuse, issues in interagency cooperation, investigating and screening sexual misconduct charges, due-process issues, teacher sexual misconduct, confidential settlement agreements, legal issues for schools assisting abuse victims, school insurance policies, how schools should deal with child abuse, a prosecutor's view of how to work together for the sake of children, a social-work perspective on child abuse, and proposals for legislative and policy change. Because much of the law applicable to child abuse is controlled by state codes, administrative regulations, or decisions by state

Hobbs; (3) three major characteristics of ecological interventions (values-based decision making, an open paradigm with a pragmatic bent, and a shared competence model); (4) implications for education and treatment of troubled and troubling children and youth; (5) incorporating elements of other perspectives into an ecological approach (such as psychoeducational techniques, behavioral strategies, and social skills/problem-solving curricula; (6) useful templates to clarify the Re-ED perspective; and (7) contributions to current thought and future possibilities. (Contains 41 references.) (DB)

ED 435 157 EC 307 489

Wood, Mary M.; Brendtro, Larry K.; Fecser, Frank A.; Nichols, Polly
Psychoeducation: An Idea Whose Time Has Come. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 46p.; For other monographs in this series, see EC 307 486-492.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Practices; Educational Principles; Educational Therapy; Elementary Secondary Education; *Emotional Disturbances; *Psychoeducational Methods; *Special Education; Standards; Teaching Models; Theories; *Theory Practice Relationship

This monograph provides an introduction to psychoeducational theory in the education of students with emotional and/or behavioral disorders (E/BD). An introduction reviews the history of the psychoeducational approach and stresses the need to put this theory, as well as others, into practice. Chapter 1 compares and integrates six psychoeducational perspectives: psychodynamic, behavioral, sociological, ecological, developmental, and cognitive-affective. Chapter 2 reviews several program models that implement psychoeducational theory, including developmental therapy teaching programs, the positive education program, life space crisis intervention, strength-based reclaiming strategies, and the clear thinking curriculum. The final chapter looks ahead to psychoeducation in the next century and urges the following fundamental standards for a new psychoeducation, including: expanded scope, unified theory, established missions, identified assets, audits of past experience, enhanced interventions, skilled adults, and examined outcomes. (Contains 63 references.) (DB)

ED 435 158 EC 307 490

Lewis, Timothy J., Ed.; Sugai, George, Ed.
Safe Schools: School-Wide Discipline Practices. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 47p.; for other monographs in this series, see EC 307 486-492.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General

March 9-13, 1999) under the title, "Recognizing and Responding to Cultural Learning Styles."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; College Faculty; College Students; Cross Cultural Studies; *Cross Cultural Training; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; Language Tests; Second Language Instruction; Sociocultural Patterns; *Student Attitudes; Surveys; *Teacher Student Relationship; *Testing; *Textbooks
IDENTIFIERS- Japan; Japanese People

A survey investigated the attitudes of Japanese university students and their non-Japanese university teachers toward testing and the use of textbooks in their English-as-a-Second-Language (ESL) classroom. Subjects were 120 students and 13 native English-speaking instructors at 3 Japanese universities. Results reveal a gap in attitudes between the two subject groups, consistent with historical research into the role of testing in Japanese education and non-Japanese educators' perceptions of that role. It is argued that this gap can be bridged partially through an intercultural approach that seeks first to identify and then respond to socio-historical facets of students' approaches to the mastery of language learning. Using this approach, the teacher can create pedagogical strategies that draw on the intrinsic strengths of students' learning attitudes, styles, and approaches. The questionnaires are appended. (Contains 11 references.) (MSE)

ED 435 179 FL 026 031

Larimer, Ruth E., Ed.; Schleicher, Leigh, Ed.
New Ways in Using Authentic Materials in the Classroom. New Ways in TESOL Series II: Innovative Classroom Techniques.
PUB DATE- 99
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Communication; Class Activities; Classroom Techniques; English for Special Purposes; *English (Second Language); Food; *Instructional Materials; Maps; *Media Selection; Periodicals; Radio; Second Language Instruction; Television; Videotape Recordings
IDENTIFIERS- *Authentic Materials

Ideas and activities for using authentic materials in the English-as-a-Second-Language (ESL) classroom are collected here. Each activity centers on an audio, visual, or written text from an English language environment, including samples from many different genres: television, radio, and video; newspapers, magazines, and literature; maps, mail, and other documents; texts for academic and business settings; and food (menus, recipes, labels). Each teacher-suggested activity include a sample or synopsis of the authentic text used and a sample worksheet if used in the lesson. The activities focus on all language skills (reading, writing, grammar, listening, conversation), and acquisition of cultural knowledge is a focus of many of the exercises. Entries describe the target language skills levels, general and specific aims, necessary class and

Characteristics; Teaching Methods

The 97 bilingual education program enhancement projects funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs in fiscal 1995 are analyzed for their demographic characteristics, goals and objectives, instructional characteristics, parent and family services, professional development, personnel training, and other program features. A subset of 33 programs was selected for in-depth analysis of features other than demographics. The 97 proposals, distributed among 21 states, served 53,535 students, 36,283 of whom were limited-English-proficient, from 78 language groups and at all grade levels. California received over half the funded projects. School districts were the main beneficiaries of funding, with a few in consortia with universities and community organizations. However, the majority planned to provide non-instructional services to students through collaborations with local businesses, community-based organizations, and higher education institutions. Evaluation designs proposed evaluating various program aspects and using instruments for formative and summative evaluation. Alternative assessment methods were often proposed to assess students' needs and progress. Proposal limitations were in varying definitions of terms. Recommendations for improving proposal policy and practice are offered. (MSE)

ED 435 201 FL 026 055

Promoting Successful Transition to the Mainstream: Effective Instructional Strategies for Bilingual Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education Programs; Dialog Journals; Elementary Secondary Education; *English (Second Language); *Instructional Effectiveness; *Language Arts; *Limited English Speaking; *Literature; Mainstreaming; Program Descriptions; Reading Comprehension; Spanish; Spanish Speaking; Teaching Methods; Transitional Programs
IDENTIFIERS- ERIC Digests; *Instructional Conversation

This digest describes a research and development program being carried out in transitional bilingual education programs at five elementary schools in the Los Angeles area. Researchers have been collaborating with teachers and project advisors to develop, implement, and describe instructional strategies that improve the chances of students in these programs making a successful transition to mainstream English instruction. As part of the transition program, 12 specific language arts components that fall under three categories--literature studies, skill building, and other supporting components--have been identified for instruction. Across all phases of the program, in both Spanish and English language arts, students study literature. Discussions, writing projects, social studies content, and supplementary readings are all based on the literary selection being studied. The experience-text-relationship approach was adapted as the framework for the literature units. In this approach, the teacher helps students study the story in relation to their own experiences and to a central theme by means of ongoing discussions (instructional

Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,705 college faculty in the field of counselor education/student counseling and guidance services for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average counselor education/guidance services faculty salary for public institutions was 1.2 percent lower than the average salary for faculty in all major fields in 1995-1996 and 6.6 percent lower than the average salary for faculty in all major fields in 1998-1999. The average faculty salary for private institutions was 2.4 percent lower than the average salary for faculty in all major fields in 1995-1996 and 7.0 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public institutions received average annual salary increases of 0.7 percent below the cost of living, while faculty in private institutions received average annual salary increases of 0.4 percent above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 223 HE 032 441

Howe, Richard D.
Salary-Trend Study of Faculty in Criminal Justice and Corrections for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Correctional Institutions; *Criminology; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,403 college faculty in the field of criminal justice and corrections for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average criminal justice and corrections faculty salary for public institutions was 9.7 percent lower than the average salary for faculty in all major fields in 1995-1996 and 8.9 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 18.2 percent lower than the average salary for faculty in all major fields in 1995-1996 and 26.8 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public institutions received average annual salary increases of 1.4 percent above the cost of living, while faculty in private institutions received and average annual salary increases of 0.6 percent below the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 224 HE 032 442

DESCRIPTORS- Allied Health Occupations; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Nursing Education; *Private Colleges; Professional Education; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Classification of Instructional Programs

This report, covering 9,528 nursing and registered nurse training faculty, is part of an annual national survey of faculty salaries. The survey consists of two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for all participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for all participating institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that average nursing education faculty salaries in public institutions in 1995-96 were 18.7 percent below those of all ranks in all major fields, while private institutions ranked 25.0 percent below all ranks. In 1998-99, these averages were, respectively, 16.0 percent and 24.9 percent below all ranks. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 245 HE 032 463

Howe, Richard D.
Salary-Trend Study of Faculty in Occupational Therapy for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Occupational Therapists; *Occupational Therapy; *Private Colleges; Professional Education; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 648 occupational therapy faculty, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average occupational therapy faculty salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A brief summary of the data follows. A concluding section compares salary trend information for public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that average occupational therapy faculty salaries in

IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; Pell Grant Program

This report lists schools with fiscal year (FY) 1995, FY 1996, and FY 1997 official cohort student loan default rates that are 25 percent or higher and have lost eligibility to participate in the Federal Family Education Loan Program, the Federal Direct Student Loan Program, and/or the Federal Pell Grant Program due to prior year cohort default rates that were 25 percent or higher for 3 consecutive years. As a result these schools are subject to an extension of loss of eligibility to participate in these programs unless they submit cohort default rate appeals. Schools are listed in state order by Office of Postsecondary Education identification number. Data elements include the ineligibility code; school name and address; program length/type/region/district; fiscal years for which the default rates have been calculated; number of borrowers in default; number of borrowers in repayment; the default rate; the rate type; rate calculated by loan program; 1996 sanctions; and date the school may reapply to participate in these federal programs. (DB)

ED 435 266 HE 032 484

Karabenick, Stuart A.; Brackney, Barbara E.; Dansky, Jeffrey; Schippers, John; Smith, Stephanie; Stephens, Sarah; Hicks, Brian
Autobiographical Narratives of Important School Events and College Students' Current Academic Engagement.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *College Students; Elementary Secondary Education; Higher Education; Individual Development; Personal Narratives; *Recall (Psychology); Self Evaluation (Individuals); Student Attitudes; *Student Experience; *Student Motivation

This study examined relationships between college students' (n=94) recall of important school-related events and the students' current academic engagement. Autobiographical narratives were coded for time period (e.g., middle school), theme (e.g., achievement), context (e.g., academics, sports), and the presence of goal-directed content (e.g., presence of need, assistance and hindrance, emotions, goals). Current student motivation and engagement in learning were assessed using a generalized version of the Motivated Strategies for Learning Questionnaire. Among the general trends reported by the study were the following: (1) students recalled more affiliative/noncurricular than academic/achievement episodes; (2) the least positive (most negative) content emerged when students described affiliative/noncurricular memories; (3) there were less than half as many middle school than either elementary or high school memories; and (4) students who were more anxious, less confident, and who used lower-level rehearsal strategies in college tended to recall more noncurricular and nonachieving episodes. Discussion focused on reasons for the low recall of episodes during middle school and the possible moderating effect of memories on current motivational tendencies and student engagement in learning. (Contains 23 references.) (DB) and the facilities audit. Chapter 4 describes two planning models for long-term management of CRDM: the deferred maintenance funding and backlog model using the facilities renewal resource model at the University of California as a case study of the latter. Chapter 5 addresses issues of financing capital renewal and identifies six strategies for funding CRDM, such as direct appropriations, bond or debt financing, and special student fees. Chapter 6 summarizes participants views concerning the challenges of stewardship, the costs of ownership, policy and funding implications, and the nature of the planning process. Chapter 7 offers strategies for addressing CRDM problems and for developing new policies, and summarizes some lessons learned about the collaboration process. (Contains 48 references.) (DB)

ED 435 288 HE 032 506

Proceedings of the Annual Meeting of the Association of Higher Education Facilities Officers (86th, Cincinnati, OH, June 20-22, 1999).
PUB DATE- 99
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Capital; Change Strategies; Conferences; *Educational Facilities; Higher Education; Long Range Planning; *School Maintenance; Supervision

This proceedings document presents the texts of 11 papers presented at the 1999 annual meeting of the Association of Higher Education Facilities Officers. The papers are: (1) "Is There a Pot of Gold at the End of the Rainbow?" (James J. Sebesta, Charles Strutz, and Frank Brewer); (2) "Preparing for Y2K" (Joe Spoonemore, Michael Montgomery, and Robert J. Rusch); (3) "Raise It Up a Notch--Through People" (George B. Wright); (4) "Culture Shift: A Mandate for Leaders" (Glenn R. Smith); (5) "Assessing Capital Equity/Adequacy for a University System" (Eva Klein, William D. Middleton, and Tom Davies); (6) "Changing the Corporate Culture: A Physical Plant Department Learns a New Paradigm for Serving Stakeholders" (William Tam); (7) "Benchmarking the 'Bigs'" (Paul Schneller, Hank Hewetson, and Charles Sheppard); (8) "Planning for Uncertainty" (Ted Dews); (9) "APPA's Basic Tools for Facility Supervisors: Here's How It Works" (Brian H. Wormwood); (10) "An Integration of Operations and Academics: Clemson University's Central Energy Systems Laboratory" (Brian T. Mueller); and (11) "Where the Rubber Hits the Road Performance Improvement" (Charles A. Sippial, Sr.). A speakers list is appended. (Some papers contain references.) (DB)

ED 435 289 HE 032 507

Glazner, Steve, Ed.
The Strategic Assessment Model.
PUB DATE- 99
NOTE- 130p.; Sponsored in part by Nalco Chemical Co.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Benchmarking; *Educational Facilities; Evaluation Methods; Higher Education; Long Range Planning; Models; School Maintenance; *Strategic Planning
IDENTIFIERS- Malcolm Baldrige National Quality Award

This book presents six papers focusing on the application of the percent per year since 1996, following a period of declining enrollments; over 79 percent of fall 1997 enrollees were Pennsylvania residents; the number of master's and doctoral degrees awarded has increased 42.3 percent and 19.1 percent, respectively, in the last decade; Pennsylvania had the eighth highest average salary for full-time instructional faculty at public four-year institutions; and current funds revenues for public institutions in 1997-98 decreased by 0.7 percent from 1996-97. Detailed figures and data tables are grouped into six sections: (1) basic student charges (averages by institutional category, institution, and for first-professional programs); (2) fall enrollments (by institutional category, sex, age, level, race); (3) residence of students (by institutional category, level, and race); (4) degrees conferred (by institutional category, sex, race, and level); (5) faculty and staff (average salaries and tenure status, and comparisons with the CPI); and (6) finance (current-funds revenues by source, institutional category, and function). Appendices include a glossary and list of sources. (DB)

ED 435 310 HE 032 529

Student Financial Aid Handbook: Federal Pell Grant Program Reference, 1999-2000.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Eligibility; Federal Aid; Federal Programs; Federal Regulation; *Grants; Higher Education; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

This publication describes how an institution of higher education calculates and pays federal Pell awards to eligible students and how it reports those payments to the Department of Education. The discussion covers what the school must do to process an eligible student's Pell award after the school has received documentation of the student's eligibility. Chapter 1 presents Pell-specific student eligibility requirements that schools need to be aware of, including general financial aid requirements, specific Pell requirements, requirements for special programs, and documentation of eligibility. Chapter 2 explains the formulas used for calculating the amount of a Pell award, and covers choosing a formula, determining enrollment status, calculating the cost of attendance, determining the annual award and payment periods, calculating the bill for a payment period, and checking remaining eligibility. Chapter 3 explains the Department of Education's new reporting system and its requirements concerning origination records, disbursement records, deadlines, the multiple reporting record, and requesting funds. Chapter 4 discusses the rules governing Pell disbursements, such as timing of payments and students who withdraw and later return. Finally, Chapter 5 considers how to handle changes after disbursement, such as recalculations or overpayments. (DB)

ED 435 311 HE 032 530

Stevens, Ed
Due Process and Higher Education: A Systemic Approach to Fair

Norris, Donald M.; Olson, Mark A.
E-Business in Education. What You Need To Know: Building Competencies for Tomorrow's Opportunities.
SPONS. AGENCY- AT&T Communications, Inc., New York, NY.
PUB DATE- 99
NOTE- 65p.; Developed in conjunction with Strategic Initiatives, Inc. Sponsored in part by KPMG Higher Education Consulting and PeopleSoft for Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; Computer Assisted Instruction; Educational Resources; Electronic Text; Higher Education; *Internet; Management Systems; Online Systems; Planning; *School Business Officials; Technological Advancement; *Technological Literacy; *Technology Transfer
IDENTIFIERS- *Electronic Commerce

This guidebook is based on the belief that e-business applications will transform academia and academic support experiences, with learners participating in distributed learning environments that mix physical and virtual learning resources in many combinations, and it offers insights into the strategies and planning needed to develop a college campus infrastructure of e-business applications, products, and services. The ten chapters cover the following topics: (1) "What Is E-Business and Why Is It Important?"; (2) "The Status of E-Business Today and Tomorrow"; (3) "Future E-Business Applications in Education"; (4) "Building Migration Paths for E-Business in Education"; (5) "Technology Infrastructures, Tools, and Competencies"; (6) "Investing in Technologies To Support E-Business: Important Roles for the Business Officer" (7) "Policies, Standards, and Legal and Security Competencies"; (8) "Strategic Alliances and Co-Sourcing Competencies"; (9) "New Tools: Electronic Publishing, Learningware, Learning Agents, and Online Communities"; and (10) Paving the Way for E-Business: 20 Initiatives for Your Learning Enterprise." A list of on-line resources is appended. (Contains 78 references.) (CH)

ED 435 331 HE 032 551

NACUBO Endowment Study, 1998.
SPONS. AGENCY- National Association of Coll. and Univ. Business Officers, Washington, DC.
PUB DATE- 99
NOTE- 498p.; For Executive Summary, see HE 031 552; for the 1995 study.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Endowment Funds; Financial Policy; Financial Services; Fiscal Capacity; Higher Education; Income; *Investment; *Money Management; Private Colleges; Risk Management; Tables (Data); *Trusts (Financial); Universities

This report presents the results of a 1998 study of endowment assets of 509 higher education institutions, and is intended to allow administrators and trustees to evaluate the performance of their endowments and to acquaint them with the investment policies and practices of other higher education institutions. A brief abstract notes some highlights from the data prefaces

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Legal Issues. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Freedom; Accountability; Administrative Policy; College Faculty; Computer Uses in Education; *Court Litigation; *Educational Research; Ethics; *Higher Education; Labor Relations; *Legal Problems; Literature Reviews; Policy Formation; *School Law; Technology; Tenure
IDENTIFIERS- *Chronicle of Higher Education

Historically, legal issues have not been well represented in the higher education research literature. Two sources, however, regularly discuss legal issues: the Journal of College and University Law and the Chronicle of Higher Education. Three main themes emerge in the literature on legal issues: (1) rethinking and refining of traditional policies; (2) the rise in campus issues; and (3) technology. The little research in the higher education journals or at conferences that relates to issues of academic freedom, faculty collective bargaining, and tenure tends to define these issues philosophically rather than from a legal perspective. Literature on copyrights, patents, and research involving human subjects is minimal. New literature, mostly opinion pieces, continues to be written about ambiguous issues that emerge in cases involving affirmative action, sexual harassment, discipline, due process, discrimination, and athletics, but research is needed on the erosion of immunities and tort caps traditionally relied upon by college and university administrators for protection against lawsuits. A new legal issue coming to the fore includes planning for changes in technology and the legal ramifications of computerizing college campuses. Other areas where more analysis and literature are needed include ethics and professional practices. (Contains 7 references.) (JM)

ED 435 350 HE 032 573

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Policy and Governance. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accreditation (Institutions); Administrative Organization; College Faculty; Diversity (Institutional); Diversity (Student); Educational Finance; *Educational Policy; Educational Research; Experimental Teaching; Faculty College Relationship; *Governance; Governing Boards; *Higher Education; Homosexuality; Institutional Evaluation; Literature Reviews; Money Management; Participative Decision Making; *Policy Formation; School Restructuring; Social Discrimination; Tenure; Trustees

drinking and number of drinks per week was explained by the social responsibility construct. Students with high scores for social responsibility scored low for both binge drinking and number of drinks per week. Interestingly, students living with their parents were found to be more likely to binge drink. Implications of these results are discussed. (JM)

ED 435 370 HE 032 593

Boyte, Harry; Hollander, Elizabeth
Wingspread Declaration on Renewing the Civic Mission of the American Research University The Wingspread Conference (Racine, WI, December 11-13, 1998 and July 19-21, 1999).
SPONS. AGENCY- Johnson Foundation, Inc., Racine, WI.; Kellogg Foundation, Battle Creek, MI.; Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 16p.; Printing and distribution of this document were made possible by Campus Contact and the University of Michigan Center for Community Service and Learning.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship Responsibility; College Students; Colleges; Diversity (Institutional); Higher Education; Institutional Environment; *Institutional Mission; *Institutional Role; Organizational Change; Public Service; *Research Universities; School Community Relationship; Universities

This document is the result of a conference of university administrators and faculty and representatives of professional associations, private foundations, and civic organizations called to formulate strategies that can prepare students for responsible citizenship in a diverse democracy and to engage faculty members in developing and utilizing knowledge for the improvement of society. The declaration examines civic responsibilities of research universities and issues a call to higher education institutions to go beyond service-learning experiences and community-oriented research to renew their mission as agents of democracy. The declaration sees deep strategic challenges in finding ways to tap and free the talents of faculty, students, staff, and administrators for public engagement. The declarations suggests university curricula that challenge students' imaginations and co-curricular activities, both on and off campus, that offer opportunities for students to become engaged in community projects. It suggests that faculty help create, participate in, and take responsibility for public culture at their institutions; that staff build upon and receive recognition for local community ties; that administrators articulate the philosophical and intellectual meaning of research universities as agents of democracy; and that institutions develop admissions policies and financial arrangements that create diverse "publics" within institutions. Appended is a list of participants. (JM)

ED 435 371 HE 032 594

Atherton, Blair
Nova Southeastern University State Accountability Data. Indicators of Quality, Productivity, Diversity and Access. Research and Planning Report 99-10.
PUB DATE- 99
NOTE- 23p.

IDENTIFIERS- Association Role; Web Sites

Professional fundraising has given rise to a new information specialist profession. This career path, which has been known as prospect research or advancement research, should be more accurately characterized as information resources management for advancement. With primary emphasis on value-added information processes that involve analysis and synthesis of a wide variety of data, advancement researchers must function as information resources managers for the fundraising and advancement efforts of nonprofit institutions. This paper describes the current status of the profession through a review of its professional literature and an analysis of the results of a number of membership surveys conducted between 1988 and 1998 by the Association of Professional Researchers for Advancement (APRA). This analysis seeks to provide the profession with a knowledge base upon which to chart its future. Individuals with graduate degrees in library and information science represent a relatively small minority of the membership. They need to assume a leadership role within the organization and to draw on the literature and professional status of the special library and information science fields to assist the membership of the APRA in gaining professional recognition and parity within the several fund raising careers. Copies of some of the APRA surveys are appended. Bibliographies of related journal articles and Internet sites are included. (Contains 96 references.) (Author/MES)

ED 435 392 IR 057 542

Yeagley, Beth
Shelving, Stamping and Shushing: Librarians in the Movies.
PUB DATE- 99
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Characterization; *Films; *Individual Characteristics; *Librarians; Library Associations; Role Perception; *Stereotypes; Tables (Data)
IDENTIFIERS- American Library Association

For many years, librarians have been bothered by negative portrayals of librarians in the media. Unattractive, non-professional old maids have been the dominant images of librarians in the movies. In 1989, the American Library Association issued a campaign designed to promote a more accurate, positive image of the librarian in an attempt to change the existing negative stereotype. This study sought to determine whether librarians in the movies are now positive images. Thirty examples of library images in movies released from 1989 through 1999 were reviewed, and certain physical and professional characteristics were analyzed. Results show that librarians on the whole are portrayed mostly positively in recent movies. Both physical and professional characteristics are portrayed mostly positively, but filmmakers do need to keep widening the gap between librarians with positive physical characteristics and librarians with negative physical characteristics. Public librarians are portrayed the most and have positive images a vast majority of the time. Negative characteristics that are definitely gone are wearing hair in a bun and shushing patrons. Librarians in major roles are portrayed even more positively than other movie librarians, especially regarding physical characteristics. A copy of the data collection sheet and list of movies reviewed are appended. (Contains 14 references.) (Author/MES)

DESCRIPTORS- Adult Education; Community Colleges; *Educational Facilities; *Educational History; Experimental Curriculum; *Institutional Characteristics; *Institutional Role; Nontraditional Students; Part Time Faculty; School Organization; Two Year Colleges
IDENTIFIERS- Rio Salado Community College AZ

This paper is a summary of the history, organization, programs, students and facilities of Rio Salado Community College (RSCC), an institution in the Maricopa Community College District (MCCCD), Arizona. RSCC was founded in 1978 as a college with no central campus designed to cater to adult students. Today, the college is comprised of seven geographically dispersed, relatively autonomous sub-units. Facilities utilized by the college include central administrative offices and a small traditional campus, as well as extensive use of high schools, office spaces, military installations, and other temporary facilities. Nearly all faculty members are part-time, and courses and programs are offered in a variety of settings. RSCC enrolls approximately 40,000 students per year. Ninety-three percent of these students are working adults. Much of the curriculum is centered upon professional training for adults and development of marketable job skills, rather than preparation of students for four-year institutions. This study focuses upon three of the seven administrative units within the college: the Area North, Area East, and the College and Adult Literacy (CALS) unit. For each unit, program offerings, staffing levels and facilities are discussed. Further analysis of RSCC's organization reveals strengths and weaknesses of the "colleges without walls" philosophy upon which the college was founded. Contains 32 references and 2 figures. (RDG)

ED 435 413   JC 990 638

San Antonio College Factbook, 1998-1999. Revised Edition.
PUB DATE- 99
NOTE- 60p.; Prepared by Institutional Research and Effectiveness.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Annual Reports; College Administration; Community Colleges; Educational Finance; Educational Planning; *Institutional Characteristics; *Institutional Evaluation; *Institutional Research; Program Descriptions; Tables (Data); *Trend Analysis; Two Year College Students; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

This report provides general statistical information about San Antonio College (Texas). Section 1, Overview, offers a brief history, mission statement, outstanding former students, academic programs, and accreditation/affiliations. Twelve academic departments, offering 60 degree and certificate programs are identified. Section 2, Organizational Charts, contains charts for the entire college and each of the six divisions. Section 3 provides brief descriptions of the divisions, including Arts & Sciences; Occupational & Technical Education; Continuing Education and Workforce Development; Evening, Weekend & Distance Education; Student Services; and the Learning Resource Center. Section 4, Institutional Resources, describes instructional technologies and learning resources available, including an inventory table and computer center usage. Section 5, Transfer, provides information on the Tech Prep/Associate Degree program and lists the 18 four-year institutions with 2 2 agreements. Section 6, Student Profile, offers data on student demographics, majors, residence, and implications for delivering comprehensive integrated services to families. This chapter also presents recommendations for sustaining the school-based/linked delivery model of the FRCs at meaningful levels. Chapter 7 presents profiles of the 18 FRCs, including their setting, service delivery arrangements, primary collaborative arrangements, and the school relationship. Nine appendices include a description of the Evaluation Support System and data collection instruments. (KB)

ED 435 432 PS 027 069

Durkin, Lisa Lyons, Ed.
First Teacher, 1997.
PUB DATE- 97
NOTE- 241p.; For volume 17, see ED 405 976.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Art Activities; *Child Health; Childrens Art; Classroom Techniques; Curriculum Development; Developmentally Appropriate Practices; *Family (Sociological Unit); Friendship; *Global Education; *Learning Activities; Multicultural Education; Music Activities; *Organization; Preschool Curriculum; Preschool Education; Safety
IDENTIFIERS- Gardening; Gardens; Spring (Season); Winter

These six theme-oriented newsletter issues present specific curriculum planning ideas and activities for teachers of young children. The theme of the January-February 1997 issue is "The Arts of Winter." Topics in this issue include celebrating with music and movement, learning songs, classroom visitors and the arts, art in picture books, big indoor art projects, and the art of winter cooking. The theme of the March-April 1997 issue is "Global Adventures." Topics in this issue include developmentally appropriate multicultural activities, creating a global village, multicultural prop boxes, an animal safari with books, and St. Patrick's Day fun. The theme of the May-June 1997 issue is "A Happy, Healthy Spring." Topics in this issue include basic health and safety skills, changes in spring, children's gardens, healthy spring cooking, and dealing with picky eaters. The theme of the July-August 1997 issue is "Messy Learning." Topics in this issue include the importance of messy play, organizing messy classroom areas, fun with play dough, learning with mud, cleanup tips, and sand play. The theme of the September-October 1997 issue is "Organize Your Classroom." Topics in this issue include creating lesson plans that work, helping children organize themselves, displaying children's art, and planning for the unexpected. The theme of the November-December 1997 issue is "Friends and Families." Topics in this issue include the classroom as a family, learning to be a friend, developing language skills with family and friends, families in many cultures, and family fun with toddlers. (SD)

ED 435 433 PS 027 295

Martin, Suzanne; Lyons, Sandy; Taylor-Sterling, Lora
Building Relationships in a Small Group Setting.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Antisocial Behavior; *Interpersonal Competence;

using birth order information in counseling, and describing various combinations of birth orders; (6) life style choices; (7) meeting the special parenting needs of children with different birth orders; and (8) using reality discipline with any birth order child. Included throughout the book are several self-assessment questionnaires related to birth order. Two appendices list the U.S. presidents and their birth order, and present a review of Frank Sulloway's 1996 book, "Born to Rebel: Birth Order Family Dynamics and Creative Lives." (KB)

ED 435 451 PS 027 995

Corbett, Tom; Boehnen, Elisabeth; White, Cynthia
WisKids Count Data Book, 1999: A Portrait of Child Well-Being in Wisconsin.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 188p.; For 1997 Data Book, see ED 408 041.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; *Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Health Care Costs; Health Services; Infants; Mortality Rate; One Parent Family; Poverty; Preschool Education; *Social Indicators; Socioeconomic Status; State Surveys; Statistical Surveys; Substance Abuse; Suicide; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; Medicaid; Out of Home Care; *Wisconsin

This WisKids Count data book examines statewide trends in the well-being of Wisconsin's children, revisiting indicators that have been followed since the inception of the WisKids Count series. The statistical portrait is based on nine general areas: (1) county demographics; (2) county labor market; (3) family formation; (4) child health/family well-being; (5) child and family welfare; (6) juvenile justice; (7) public program participation; (8) early childhood program participation; and (9) Wisconsin Works (W-2) and related programs. The report is divided into five sections. Section 1 contains introductory materials and specifically addresses seven areas of concern for Wisconsin's children at the end of the decade: (1) economic growth and child well-being; (2) brain development: the first 3 years; (3) family formation; (4) child health; (5) child welfare; (6) public program participation; and (7) adolescence. Section 2, the bulk of the report, contains statistical data for the state of Wisconsin as a whole and for its 72 counties. Section 3 contains a 3 year average of county rankings and trends in the areas of annual wage in goods-producing sectors, incidents of domestic violence, children receiving WIC services, and births to mothers with less than a high school education. Section 4 contains education data by county for standardized tests and selected incidence numbers. numbers. The final section contains information on data sources and explanations. (SD)

ED 435 452 PS 027 996

Cleveland, Gordon; Krashinsky, Michael
The Benefits and Costs of Good Child Care: The Economic Rationale for Public Investment in Young Children. A Policy Study.

Infant and Toddler Transitions. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 99
NOTE- 168p.; For a related Training Guide on "Well-Child Health Care," see PS 028 039.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Childhood Needs; *Infants; Preschool Education; *Professional Development; *Toddlers; *Training; *Transitional Programs; Workshops
IDENTIFIERS- *Project Head Start; Training Materials; *Transition Management; Transitional Activities

This training guide is designed to enable parents and early childhood staff and managers to support and facilitate infant and toddler transitions through responsive relationships that are secure and consistent. The guide defines transitions during the first 3 years of life from developmental and relational perspectives that include changes that occur as a result of rapid developmental growth, multiple daily transitions in routines and care, and transitions from home into and out of Early Head Start and other early care settings. The guide is divided into two sections: Skill Based Training and Informational Resources. The Skill-Based Training section includes three training modules. Module one, "Infant Transitions," addresses the importance of responsive relationships as the foundation for supporting transitions and the healthy development of infants and their families. Module two, "Toddler Transitions," addresses the need for continuity in relationships that provide a secure base for exploration and consistency in routines to support continued development and ease transitions during the toddler years. Module three, "Transitions beyond Toddlerhood," focuses on the Head Start Program Performance Standard requirement that programs and families plan for the transition and appropriate placement of a child 6 months before his or her third birthday. The Information Resources section contains documents that can enhance the understanding of key concepts discussed in this guide, including digests, program profiles, hands-on tools, and other resources. (Contains an annotated bibliography with 43 references.) (Author/SD)

ED 435 470 PS 028 043

Caruso, Joseph J.; Fawcett, M. Temple
Supervision in Early Childhood Education: A Developmental Perspective. Second Edition. Early Childhood Education Series.
PUB DATE- 99
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Clinical Supervision (of Teachers); Day Care; *Early Childhood Education; Evaluation Methods; Instructional Improvement; Personnel Evaluation; Professional Development; Staff Development; *Supervision; Supervisors; Supervisory Methods; Teacher Improvement; *Teacher Supervision; Training
IDENTIFIERS- CDA; Child Development Associate; Project Head

*Policy Research; *University of Chicago IL; Welfare Reform

This guide chronicles the ongoing work and writings of the Chapin Hall Center for Children at the University of Chicago, a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent, multidisciplinary perspective to bear on policies and programs affecting children. This guide, organized by major research area, presents an overview of the research and policy issues involved, describes Chapin Hall research in the area, and lists projects and publications in the area. Chapin Hall's research agenda currently includes the following major areas: (1) children's services, including child welfare, the juvenile court, and children's health and well-being; (2) primary supports for child and youth development, concerning community-based resources such as parks, community centers, arts programs, and sports leagues; (3) community building, focusing on development, documentation, and evaluation of community-building initiatives designed to make communities more supportive of children and families; (4) schools' connections with other organizations, examining the range of institutions that foster children's learning and development, including schools, businesses, services, communities, and the relationships among them; (5) international projects, covering policy issues, researchers, and research centers in other countries; and (6) special projects and consultations. (KB)

ED 435 489 PS 028 079

Zevalkink, Jolien
Indonesian Mothers and Their Young Children: Towards an Interdependent Society?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Cross Cultural Studies; *Cultural Influences; Family Environment; *Family Relationship; Family Structure; Foreign Countries; Infant Care; Interpersonal Relationship; *Mothers; *Parent Child Relationship; *Young Children
IDENTIFIERS- Collectivism; Dyads; Indonesia; Interdependence; Relationship Quality

Considering the mother-child relationship as the first in which culturally-related interdependence or independence is learned, this study examined whether the interdependency hypothesis holds for the mother-child relationship in Indonesia. The study focused on the quality of the mother-child relationship, children's daily social interactions, and contextual characteristics of the children's immediate environment to determine if Indonesian children learn to act and respond in an interdependent way toward others. Participating were 80 Sudanese-Indonesian mother-child dyads from low and lower-middle socio-economic status families. The average age of the children was about 38 months. For purposes of cross-cultural comparison, Indonesian data were available for 76 mother-child dyads, 41 infants and toddlers and 35 three to six year olds. Slightly more than half of the dyads lived in nuclear families, while the others lived in extended families. Data were collected through participant observation, ethnographic interviews, videotaped structured play sessions, and the Home

Research; Evaluation Criteria; Evaluation Methods; *Evaluation Utilization; Foreign Countries; Informal Education; Information Needs; *Lifelong Learning; Needs Assessment; Nonformal Education; *Policy Formation; Qualitative Research; Research Methodology; Research Needs
IDENTIFIERS- Organisation for Economic Cooperation Development
This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines monitoring adult learning for knowledge-based policymaking. The following are among the topics discussed in the booklet: (1) the need to reconstruct the reality of adult learning in consideration of the concepts of lifelong learning and formal, nonformal, and informal learning; (2) key issues in monitoring adult learning; (3) the importance of developing a framework for adult education indicators; (4) the Organisation for Economic Cooperation and Development (OECD) framework for adult education indicators, which includes indicators related to area (contextual data, input, process, outcome) and levels (individuals, institutions, and region); (5) learning modalities that could possibly be included in the OECD framework; (6) development of a multilayered monitoring and information system and data collection avenues to be included in the system (administrative and institutionally based statistics and survey-based approaches and specialized household surveys); (7) shortcomings of surveys and the importance of process information from the practice of adult education; (8) key results of the first International Adult Literacy Survey; (9) implications of surveys for policymakers; (10) the need for complementary qualitative interpretations; and (11) workshop participants' recommendations regarding improving existing monitoring of adult learning. (MN)

ED 434 999 CE 079 185

The Politics and Policies of the Education of Adults in a Globally Transforming Society. Improving Conditions and Quality of Adult Learning. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 14p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Learning; Citizenship Education; Economic Change; Educational Change; Educational Cooperation; *Educational Needs; Educational Objectives; *Educational Policy; Foreign Countries; Global Approach; Needs Assessment; *Politics of Education; Role of Education; Social Change; Trend Analysis
IDENTIFIERS- *Global Economy
This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines the politics and policies of the education of adults in a globally transforming society. After a brief overview of the three-part workshop from which the booklet emerged, the following issues and challenges facing adult education within the context of global economic transformation are considered: the diminishing validity of the old paradigm of development as an endless upward path; transformation in former socialist countries; transformations in work; processes of democratization throughout the world; and erosion of the nation state. Discussed in an examination of the crucial role of adult learning in addressing the key issues confronting societies are

involving agencies, as well as policymakers, that are supporting the handicapped. (KC)

ED 435 019 CE 079 205

The Economics of Adult Learning: The Role of Government. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 16p.; For other booklets in this series, see CE 079 178-206.079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Education; *Cost Effectiveness; Educational Benefits; *Educational Needs; *Educational Policy; Educational Resources; Foreign Countries; *Government Role; Outcomes of Education; Policy Formation; *Public Policy

The booklet reports on a new vision of the economics of adult learning. The vision considers adult learning to be not an expense but an investment that can be analyzed and managed as such. According to the booklet, governments in many countries, therefore, are adopting a steering role and are giving more direct responsibilities to institutions at the local level in promoting effective and efficient use of adult learning resources. Individual and social benefits from adult learning that the booklet identifies include new thinking skills, economic independence, parental transfer of education to children, reduction of reliance on welfare, and rehabilitation of prisoners. The booklet concludes that adult learning should be reassessed as a productive asset and its benefits to society as a whole should be promoted. (KC)

ED 435 020 CE 079 206

Enhancing International Cooperation and Solidarity. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 12p.; For other booklets in this series, see CE 079 178-205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; *Educational Needs; *Educational Policy; Foreign Countries; *Government Role; Government School Relationship; Institutional Cooperation; *International Cooperation; *International Educational Exchange; Partnerships in Education; Policy Formation; *Public Policy

The booklet reports a shift of emphasis in international cooperation from assistance to partnership, participation, networking, and mutuality. Workshop participants stressed that these concepts, which are central to adult learning, need to be taken all the more seriously at a time of increasing economic globalization and accelerating development in the field of information and communications. The booklet concludes that international cooperation will be based on existing institutions, structures, and networks. According to the booklet, the challenge of a global economy must be met through global cooperation by doing the following: (1) promoting lifelong learning, taking into account advantages in terms of

PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Development; Career Education; Education Work Relationship; Educational Needs; *Employment Level; *Employment Patterns; *Employment Potential; *Employment Qualifications; Influences; Interpersonal Competence; Interprofessional Relationship; *Job Performance; Lifelong Learning; Mentors; Multiple Intelligences; Professional Development; Skill Development; Stress Variables; *Success; Trend Analysis; Work Attitudes
IDENTIFIERS- Emotional Intelligence; Flexibility (Attitude)

It is a myth that skills alone ensure employment. Other keys to workplace success include continuous learning, emotional intelligence, networking, flexibility, and commitment to business objectives. Although academic degrees, skill certifications, and other documentation of accomplishments provide access to employment, they are significant only at the time of the job offer and its acceptance. Continuous learning is the key to ensuring ongoing employment. More keys to employment success include the following: interpersonal and social skills; listening and persuasion skills; ability to get along with others; ability to make one's talents and accomplishments known; and courteousness and respectfulness toward everyone. To some extent, it is true that it's who you know that counts. The key to knowing the right people is knowing how to network (in other words, meeting people and drawing upon those contacts to further your career). Two important networking strategies are the following: (1) learn about and select networking events to attend; and (2) linking with a mentor who can serve as a guide or adviser. Although some anticipation is necessary to be ready for various career junctures, speculating on work demands and outcomes rather than asking supervisors directly about their expectations is a stress enhancer. (Contains 11 references.) (MN)

ED 435 039   CE 079 310

Imel, Susan
Roles for Adult Educators. Trends and Issues Alert No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Educators; Educational Objectives; Educational Philosophy; Educational Theories; Literature Reviews; Self Concept; *Teacher Attitudes; *Teacher Behavior; *Teacher Role; *Teacher Student Relationship; *Theory Practice Relationship; Trend Analysis

Adult educator role descriptions found in the literature include the following: teacher, instructor, helper, facilitator, consultant, broker, change agent, and mentor. The literature that speaks directly to the adult educator's role is scanty. A larger body of literature exists, however, that either alludes to adult educators' roles or contains information from which ideas about their roles can be surmised. One clear trend in the

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Clinical Diagnosis; *Counseling Techniques; *Cultural Context; Cultural Pluralism; Health Maintenance Organizations; Intervention; Mental Disorders; Mental Health; Models
IDENTIFIERS- Empirical Research; *School Based Clinics

This paper presents an example of a patient treated in a school-based clinic. The counselor used traditional diagnostic perspectives to come up with a diagnosis that would be understood by the patient's Health Maintenance Organization. This diagnosis reflects traditional understanding of mental health and psychological treatment, which promotes the interpretation that mental health is a function of intrapsychic and behavioral factors. Using the medical model, the assumption has been that once the behavioral manifestations of a disorder are determined, then assumptions have to be made about the cause and treatments must be recommended on a normative understanding of the disorder. Increasingly, the mental health establishment has sought, through controlled experimentation, to determine what treatment protocols work best with which mental health disorders. The case described in this paper highlights the challenges to mental health care professionals' reliance on empirically validated treatment (EVT). To be empirically validated, a treatment needs specific guidelines. The factors that lead to EVT are the very factors that challenge the development of culturally relevant or specific EVTs. As the counselor in this case struggled with assessing and developing a treatment plan for her client, she realized that a traditional diagnosis and treatment plan were insufficient to the client's needs. This paper offers the following four suggestions in regard to EVTs: articulate a theory of culturally relevant treatment, value ecological validity, focus on nonspecific factors in EVT, and our own values. (Author/MKA)

ED 435 059 CG 029 515

Silverman, Wade H.
Psychotherapy in the New Millennium.
PUB DATE- 99
NOTE- 22p.; Presidents' Address presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Psychology; *Counselor Client Relationship; Cultural Pluralism; Gerontology; Health Maintenance Organizations; Internet; Organizational Development; Organizational Effectiveness; Prediction; *Professional Development; Professional Training; *Psychotherapy; Sexual Identity; *Specialization; Speeches; Standards; Therapy
IDENTIFIERS- Professional Concerns; *Professional Guidelines

This article reviews seven trends that were identified several

Counseling; Family History; Foreign Countries; History;
Literature Reviews; Personal Narratives; Psychotherapy; Therapy
IDENTIFIERS- *Deconstruction; Derrida (Jacques);
*Externalization; Foucault (Michel); Kristeva (Julia); Lacan
(Jacques)

This paper explores the history of deconstruction and discusses the use of the theories it involves within the author's work in family therapy situations. Jacques Derrida's term, deconstruction, has achieved widespread use among psychotherapists. This derives largely from the influence of Michael White, who has interpreted it in a Foucauldian way consistent with his practice of externalization. Problems are seen as oppressors to be excluded. A return to a Derridean understanding, in which narratives embraced by families to the exclusion of others return as symptoms that eventually hijack the prevailing family story, is proposed. Therapy gives excluded stories a voice by encouraging the acknowledgment of a universal abjection so that the "marginalized other" in all its forms may be included. Among the case studies presented is the story of a 14-year-old male who was reluctant to attend school. Through a meeting with his family, the author realized that the boy's mother was his only encouraging family member. The author then met with the boy and his mother. By explaining his story of hurt and loss at being forced to move in with his brother to make room for his mother's boyfriend, the boy was able to acknowledge his abjection and move through his problems. (Contains 46 references.) (MKA)

ED 435 078 CG 029 547

Bong, Mimi
Role of Self-Efficacy and Task-Value in Predicting College
Students' Course Performance and Future Enrollment Intentions.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Convention of the
American Psychological Association (107th, Boston, MA, August
20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; Data
Analysis; Females; Foreign Countries; Higher Education;
Predictor Variables; *Recidivism; *Self Efficacy; Student
Behavior; *Student Motivation
IDENTIFIERS- South Korea (Seoul); *Task Value

This study compared the predictive utility of self-efficacy and task-value beliefs among Korean female college students (N=168). It assessed constructs longitudinally and attempted consolidation of self-efficacy and expectancy-value theories. Self-efficacy perceptions were assessed at varying levels of measurement specificity. Exploratory factor analyses showed self-efficacy items were reliably differentiated into separate factors of a priori specificity. Task-value items were separated into utility and intrinsic value factors. Various self-efficacy factors, except for problem-specific self-efficacy, were positively correlated among themselves and with task-value factors. Path analyses showed that students' midterm scores and enrollment intentions at T1 were better predicted by task-value factors. However, the typically stronger links of self-efficacy to performance and of task-value to intentions were observed with T2 measures. Utility and interest values displayed slightly different relations with other variables, demonstrating the need to distinguish between multiple value

2 tables of data; an appendix presents a description of the essay scoring procedure.) (Author/EF)

ED 435 098 CS 216 919

Lindfors, Judith Wells, Ed.; Townsend, Jane S., Ed.
Teaching Language Arts: Learning through Dialogue.
PUB DATE- 99
NOTE- 342p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Education; *Language Arts; *Student Development; *Student Needs; *Teacher Role; Teaching Methods
IDENTIFIERS- Dialogic Communication; Learning Environments; New Teachers; Response to Literature

Offering an alternative to traditional language arts methods textbooks, this collection of 20 essays by master teachers is grouped into 4 main sections. Following an introduction, essays in the book are: (1) "Walter" (Vivian Gussin Paley); (2) "Children Become Writers: A Conversation with Two Teachers" (Cyndy Hoffman and Carol E. Sharp); (3) "Putting Ourselves on the Line" (Pat McLure and Linda Rief); (4) "Rethinking Literature Discussions" (Penny Silvers); (5) "Story Time as a Magical Act Open Only to the Initiated: What Some Children Don't Know about Power and May Not Find Out" (Karen Gallas); (6) "Stepping Stones: Literature in the Classroom" (Cecilia Espinosa and Julia Fournier); (7) "Inquiry in the Kindergarten" (Patti Seifert); (8) "Finding Our Way: A Year of Learning with Maps" (Mary Kenner Glover); (9) "Fueled by Surprise" (Phyllis Whitin); (10) "Getting Real with Students" (Mary M. Kitagawa); (11) "'I Can Hear You Thinking': Talking and Learning in a Multiage Classroom" (Kathryn Mitchell Pierce); (12) "Letters Home" (Rebecca King); (13) "Ownership for the Special Needs Child: Individual and Educational Dilemmas" (Cora Lee Five); (14) "Time on Our Side" (Mary Mercer Krogness); (15) "The Teacher as Listener" (Dorothy M. Taylor); (16) "Building Common Ground" (Renee Bachman and Julia Fournier); (17) "Communicating with Parents: One Teacher's Story" (Lynne Yermanock Strieb); (18) "On the Road to Cultural Bias: A Critique of 'The Oregon Trail' CD-ROM" (Bill Bigelow); (19) "Leaving My Thumbprint: The Journey of a First-Year Teacher" (Abigail Foss); and (20) "An Open Letter from a Principal to New Teachers" (Fredrick R. Burton). Two appendixes group the essays by theme and activity. (Each essay contains references.) (NKA)

ED 435 099 CS 216 921

Angelides, Mary
American Literature before 1865: The Spanish Exploration and Discovery Documents.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Literature; Community Colleges; *Course Descriptions; *Culture Conflict; Curriculum Development; Curriculum Guides; Foreign Countries; Student Educational Objectives; *Thematic Approach; Two Year Colleges; *United States Literature

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Instructional Leadership; Leadership; *Leadership Qualities; *Leadership Training; Program Effectiveness; Program Evaluation; Standards
IDENTIFIERS- Interstate School Leaders Licensure Consortium

This paper describes a program designed to support aspiring educational leaders' leadership competence, autonomy, relatedness, and leadership motivation. It also discusses the New Interstate School Leaders Licensure Consortium (ISLLC) standards. To assess the extent to which the program achieved its goals, 27 aspiring leaders, all of whom are black, completed a newly developed Aspiring Leaders Development Questionnaire (ALDQ) and also answered open-ended questions. The ALDQ's 42 questions and items assessed students' perceptions of the different aspects of the Aspiring Leaders Development Program (ALDP), as well as their leadership motivation. The results show that the participants' leadership competence, autonomy, relatedness, and motivation were all positively correlated with each other. The strongest predictors of educational leadership motivation were social- relatedness, leadership competence, and autonomy, respectively. ALDP supported students' competence, autonomy, relatedness, leadership motivation, and knowledge of ISLLC standards. This strengthens the theory that social contexts that accompany a leader's leadership competence, autonomy, and relatedness will activate the leader's intrinsic leadership motivation. Communication and financial support services were the identified weakness. Findings are discussed in terms of their implications for improving the ALDP and the program's ability to prepare aspiring educational leaders for licensure. The entire ALDQ appears at the end of the paper. (Contains 12 figures/tables.) (RJM)

ED 435 119 EA 030 093

Prevention Strategies That Work.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.; "Written and produced by Warger, Eavy, and Associates."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Educational Administration; *Educational Environment; Elementary Education; Instructional Leadership; *Prevention; Program Descriptions; Student Behavior

This guide describes six prevention practices that K-8 administrators have found to accelerate school performance, increase readiness for learning, and reduce problem behaviors. It shows that to create a safe school environment, preventive measures for children's behavior and emotional problems must be in place. It advocates positive behavior management, social-skills instruction, academic enrichment, parent partnerships, and school/community-agency linkages. Although such practices cannot prevent all inappropriate behaviors from occurring, they can help create a school environment that promotes positive behavior. The information in the guide is based on the work of researchers at 6 universities who spent the last 6 years courts, the analysis presented in each chapter is general rather than specific in nature and should not be construed as legal advice. Eight appendices provide various sample policies and legal references. (RJM)

ED 435 139 EA 030 123

Dembowski, Fred
Effective School District Management: A Self-Review Instrument and Guide.
PUB DATE- 99
NOTE- 135p.; Carl D. Eckstrom assisted the author in the development and writing of the book.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Guides; *Administrator Role; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Models; *Self Evaluation (Individuals)

This guide describes the school administrator's managerial role. It is designed to help readers gain additional insights into this role by explaining how to conduct a self-review of the strengths and weaknesses of educational-management-related policies and procedures in school districts. It begins with a discussion of a school administrators' multiple roles. Chapter 1 distinguishes between the equally important leadership and managerial roles of the educational administrator, whereas the remaining chapters focus on the managerial role and related tasks, which are often overlooked in educational administration education and literature. Chapter 2 describes the management model upon which the Effective School District Management Review Instrument (ESDMRI) is based, with special emphasis on managerial roles as they have been traditionally defined and the various forms of management scanning conducted by school managers. Chapter 3 discusses the process of self-review and provides a variety of methods using the ESDMRI. The next chapter provides a guide to the instrument, along with references to related materials for each item of the ESDMRI. The final chapter details the continuous process of management scanning, review, and change, and its importance to effective school district management. A copy of the ESDMRI appears in the appendix. (Contains approximately 210 references.) (RJM)

ED 435 140 EA 030 124

Izumi, Lance T.
Developing and Implementing Academic Standards: A Template for Legislative and Policy Reform.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation; Performance Based Assessment; School Effectiveness; School Policy

(020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; Delivery Systems; *Discipline; *Early Intervention; Educational Principles; Elementary Education; *Intervention; Middle Schools; *Prevention; *School Safety; Services; Theory Practice Relationship
IDENTIFIERS- *Functional Behavioral Assessment

This monograph examines issues of school safety, focusing on the prevention/early intervention end of the continuum of services and on elementary and middle-school age children and youth. It highlights preventive measures schools can take to implement a proactive school-wide system of discipline to ensure school safety. Emphasis is on creating capacity within schools to respond to the full continuum of challenges, from minor repeated noncompliance to repeated physical confrontations. The five chapters that comprise the booklet are: (1) "Developing Positive School-Wide Discipline Systems" (Teri Lewis-Palmer); (2) "Extending School-Wide Systems of Support to Nonclassroom Settings" (Linda Garrison-Harrell and Timothy J. Lewis); (3) "Building Effective Systems of Support at the Classroom Level" (Joseph Wehby and Timothy J. Lewis); (4) "Addressing Challenging Behaviors at the Individual Student Level: Functional Behavioral Assessment" (Lee Kern); and (5) "Creating Individual Student Interventions Based on Functional Behavioral Assessment" (Terrance M. Scott). A conclusion identifies five common themes critical to the success of any school-wide plan. (Contains 25 references.) (DB)

ED 435 159 EC 307 491

Nelson, C. Michael; Scott, Terrance M.; Polsgrove, Lewis
Perspective on Emotional/Behavioral Disorders: Assumptions and Their Implications for Education and Treatment. From the Third CCBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 50p.; for other monographs in this series, see EC 307 486-492.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Educational History; Educational Practices; Educational Principles; Elementary Secondary Education; *Emotional Disturbances; Intervention; *Special Education; *Teaching Models; *Theory Practice Relationship

This monograph provides an overview of intervention and programming strategies for students with emotional/behavioral disorders (E/BD) based on the behavioral approach. It reviews the progress of the behavioral perspective in education from its earliest beginnings to the present and describes its major characteristics, chief proponents, assumptions, and implications for educating children. Individual chapters address the following topics: (1) defining characteristics of the behavioral model, the behavioral paradigm, and applied behavioral analysis; (2) evolution of the behavioral model (historical background, contributions of behavioral interventions to the education of students with E/BD, and theory and research); (3) best practices (current research and practice concerning implementation of such principles as the connection between low academic achievement and behavioral preparation time, suggested resources, step-by-step classroom procedures, grading notes, caveats and options, and references and further reading options. (Each section contains references.) (MSE)

ED 435 180 FL 026 032

Krashen, Stephen
Bilingual Education and the Dropout Argument.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Classroom Environment; Dropout Characteristics; *Dropout Rate; Dropouts; Educational Trends; Family Characteristics; *High Risk Students; High Schools; *Hispanic Americans; Language Skills; Poverty; *Public Opinion; *Reading Materials; Trend Analysis; Young Adults

Critics of bilingual education have cited the high Hispanic dropout rate as evidence against bilingual education. Since most bilingual education programs are Spanish-English, it is concluded that bilingual education must be responsible. Research shows some factors predicting dropout rates, including low English language ability, poverty, length of residence in the United States, the print environment, and family factors. The important finding from the research is that when these factors are controlled statistically, the dropout rate among Hispanics is similar to that of other groups. There is no evidence that bilingual education results in higher dropout rates. Because bilingual education programs produce better academic English, bilingual education is a positive influence. Good programs have this effect because they supply subject matter knowledge in the students' primary language, which makes the English the students hear and read more comprehensible. They also provide a rapid route to literacy. Another part of the solution is simple and inexpensive: an improved print environment in school, both in the primary language and in English, through better school and classroom libraries and encouragement of free reading through readalouds, sustained silent reading, and quality literature programs. (Contains 22 references.) (MSE)

ED 435 181 FL 026 033

Pellerano, Cristina; Fradd, Sandra H.; Rovira, Lourdes
Coral Way Elementary School: A Success Story in Bilingualism and Biliteracy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Bilingualism; Curriculum Design; Elementary Education; *English (Second Language); Family Characteristics; *Literacy Education; Program Descriptions; Program Effectiveness; *Spanish; Student Characteristics

conversations), writing activities (literature logs and culminating writing projects), and reading. A study was conducted to establish the independent and combined effects of the use of literature logs and instructional conversations on transition and non-transition students' story comprehension and theme understanding. Results suggest that for English language learners, teachers should use both instructional conversations and literature logs, because the combined effect is stronger than the effect of using either component individually. For fluent English proficient students, both are not needed. Teachers could use one or the other, although instructional conversation would be the more efficient choice. (Contains 4 references.) (VWL)

ED 435 202   FL 026 056

Dunkel, Patricia A.
Considerations in Developing and Using Computer-Adaptive Tests To Assess Second Language Proficiency. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Testing; Elementary Secondary Education; Evaluation Methods; *Language Proficiency; *Language Tests; Second Language Instruction; Second Language Learning; *Test Items; *Test Reliability; *Test Validity; Testing
IDENTIFIERS- ERIC Digests

Second language (L2) computer-adaptive testing (CAT) is a technologically advanced method of assessment in which the computer selects and presents test items to examinees according to the estimated level of the examinee's language ability. The basic notion of an adaptive test is to mimic automatically what a wise examiner would normally do. Specifically, if an examiner asked a question that turned out to be too difficult for the examinee, the next question asked would be considerably easier. This approach stems from the realization that little is learned about an individual's ability if the questions posed are far too difficult or far too easy for that person. This digest discusses the following issues related to computer adaptive testing: (1) advantages of using computer-adaptive testing in second language assessment; (2) roots and challenges of computer-adaptive testing; (3) issues involving the basic principles of assessment in computer-adaptive testing; (4) CAT and the basic principles of test reliability; (5) CAT and the basic principles of test validity; and (6) CAT item pools for measuring the identified ability of the examinee population. (Contains 9 references.) (VWL)

ED 435 203   FL 801 304

Silliman, Anna, Ed.
Hands-On English: A Periodical for Teachers and Tutors of Adult English as a Second Language, 1998-1999.
PUB DATE- 99
NOTE- 114p.; For volumes 5-7, see ED 421 020.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

Howe, Richard D.
Salary-Trend Study of Faculty in Curriculum and Instruction for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Curriculum; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Education; *Teacher Salaries; Teaching Methods; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 2,785 college faculty in the field of curriculum and instruction for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in curriculum and instruction for public institutions was 6.8 percent lower than the average salary for faculty in all major fields in 1995-1996 and 10.8 percent lower than the average salary for faculty in all major fields in 1998-1999. The average faculty salary for private institutions was 2.2 percent lower than the average salary for faculty in all major fields in 1995-1996 and 0.4 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public institutions received average annual salary increases of 0.02 percent below the cost of living, while faculty in private institutions received average annual salary increases of 2.9 percent above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 225 HE 032 443

Howe, Richard D.
Salary-Trend Study of Faculty in Drama/Theater Arts and Stagecraft for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; *Theater Arts; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 3,430 college faculty in the field of drama/theater arts and stagecraft for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average drama/theater arts faculty salary in public institutions was 12.4 percent lower than the average salary for faculty in all major fields in 1995-1996 and 12.8 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 15.0 percent lower than the

1995-96 in public and private institutions were, respectively, 12.5 percent and 14.6 percent below that of all ranks in all major fields; in 1998-99, these averages were, respectively, 13.2 percent and 14.8 percent lower than average salaries in all major fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 246 HE 032 464

Howe, Richard D.
Salary-Trend Study of Faculty in Parks, Recreation and Leisure Studies for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Leisure Education; *Parks; *Private Colleges; *Public Colleges; Recreational Facilities; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 4,562 parks, recreation, and leisure faculty, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the trend year 1998-99 were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that for both public and private institutions average parks, recreation, and leisure studies faculty salaries in 1995-96 were, respectively, 12.5 percent and 25.9 percent lower than those for all ranks in all major fields; in 1998-99, salaries in public and private institutions were, respectively, 13.4 percent and 26.8 percent lower than average salaries in all major fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 247 HE 032 465

Howe, Richard D.
Salary-Trend Study of Faculty in Philosophy and Religion for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Higher Education; Intellectual Disciplines; *Philosophy; *Private Colleges; *Public Colleges; *Religion Studies; Social Sciences; Statistical Data; *Teacher Salaries; Theological Education; Trend Analysis

ED 435 267 HE 032 485

Can Small Business Compete with Campus Bookstores? Hearing before the Committee on Small Business, United States Senate, One Hundred Fifth Congress, Second Session.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bookstores; Business Administration; *College Stores; *Competition; Entrepreneurship; Federal Aid; Federal Legislation; Hearings; Higher Education; *Small Businesses; Student Financial Aid
IDENTIFIERS- Congress 105th

This transcript records testimony concerning Senate Bill 2490 which would bar federal aid from being used at colleges that directly or indirectly discriminate against off-campus businesses. The bill responds to difficulties small businesses have in competing with college campus bookstores due to the ability of colleges to channel student financial aid to college businesses and college bookstores. Following opening statements by Senators Lauch Faircloth and Olympia J. Snowe, the transcript presents the full testimonies of the following individuals: Graham Gillette, on behalf of Campus Bookstores, Inc.; William D. Gray, president of Gray's College Bookstore and national chairman of the Campus Area Small Business Alliance; Rob Karr, representing the Illinois Retail Merchants Association, and Anthony Samu, president of the United States Student Association. Also included are comments for the record from: John-Paul de Bernardo, of Campus Area Small Business Alliance; Daniel Lieberman, of Dynamic Student Services; David Longanecker, of the Office of Postsecondary Education, U.S. Department of Education; and Richard C. Yount, Loupots Bookstores of Houston, Inc. (DB)

ED 435 268 HE 032 486

Review of the Proposed San Ramon Valley Center of the Contra Costa Community College District. Higher Education Update.
PUB DATE- 99
NOTE- 10p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Feasibility Studies; Long Range Planning; *Needs Assessment; Program Proposals; Two Year Colleges
IDENTIFIERS- *Contra Costa Community College District CA; *New Colleges

The report evaluates a proposed San Ramon Valley Center community college and responds to California legislative requirements that the California Postsecondary Education Commission (CPEC) advise the legislature and governor regarding new institutions and campuses of public higher education. The report concludes that the San Ramon Valley Center should be approved as a permanent educational center, and that it should become eligible to compete for capital outlay funding beginning with the 1999-2000 fiscal year. Issues addressed include enrollment projections (6,000 students when completed); consideration of alternatives (such as expansion or increased utilization of existing institutions); the proposed institution's ability to serve disadvantaged students; academic planning; geographic and physical accessibility; effects on other institutions;

strategic assessment model (SAM) to the management of higher education facilities. The papers are part of an ongoing effort by the Association of Higher Education Facilities Officers to provide comparative cost and staffing information and to develop a benchmarking process. The papers explain the origins of SAM, the core competencies related to facilities management, and how these can be affected by SAM. The papers also relate SAM to the Baldrige National Recognition standard and suggest ways of using SAM as a management tool. Following an introduction by Douglas K. Christensen, the individual chapters are: (1) "Understanding the Strategic Assessment Model" (Margaret P. Kinnaman); (2) "Linking the Balanced Scorecard to Your Strategy" (Jack Hug); (3) "APPA's Four Core Competencies" (Gary L. Reynolds); (4) "More Than a Feeling: Deployment of SAM within Baldrige" (Tom Harkenrider); (5) "What Is Benchmarking?" (Mohammad H. Qayoumi); and (6) "Conclusions: Where Do We Go from Here?" (Margaret P. Kinnaman). Appendixes include: "SAM Survey Results" (Laura Long); a list of institutions responding to the SAM survey; the original SAM metrics and definitions; and "The Formal Benchmarking Process" (Mohammad H. Qayoumi). (Contains 62 references.) (DB)

ED 435 290   HE 032 508

Willemsen, Eleanor; Pardini, Dustin; Andersen, Erin; Shirasu, Leslie; Barroga, Hilary
Evaluation of an Undergraduate Psychology Program: A Doable Department Response.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *College Faculty; Departments; Evaluation Methods; Faculty Advisers; Graduate Surveys; Higher Education; *Participant Satisfaction; *Program Evaluation; Psychology; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Santa Clara University CA

An assessment was conducted of an undergraduate psychology program at Santa Clara University (California) using satisfaction data from alumni, current undergraduates, and full-time psychology faculty. A survey was developed based on themes identified during structured focus groups with undergraduate psychology seniors and interviews with departmental professors. Surveys were completed by 153 alumni, 87 undergraduates, and 8 full-time professors within the department. Analysis indicated a strong consensus among alumni and current undergraduates that the quality of teaching was very strong in this department. Respondents perceived faculty as enthusiastic about psychology, talented in presenting information, current in the topics they taught, and appropriately challenging to students. Both alumni and students were less satisfied with the effectiveness of advising about careers and graduate education, opportunities to gain experience in applied settings, and opportunities to engage in research. Further analysis identified a discrepancy between what students expected of faculty and what faculty believed their jobs to be. Faculty saw their advising roles as providing information, whereas students wanted faculty advisors to provide broader support for students' career exploration activities. Specific recommendations regarding departmental communication, faculty involvement, student awareness, and student involvement are provided. Attached tables detail survey responses. (Contains 11 references.) (DB)

Decision Making. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Administration; Constitutional Law; Contracts; Court Litigation; *Decision Making; *Due Process; *Higher Education; Justice; Legal Problems; *School Policy
IDENTIFIERS- ERIC Digests

University officials and faculty are frequently required to make decisions based on interpretations of disputed facts. By applying the concept of due process within the context of higher education, they can meet legal challenges of contract and constitutional law and the pedagogical demand for justice. To guide their efforts, decision makers can consult a body of case law that has evolved over half a century. The Constitution requires that federal and state governments provide citizens with substantive fairness and certain procedures or "process" before depriving them of life, liberty, or property interests. Courts have intentionally retained flexibility in interpreting these requirements in higher education, and no exact formula exists. The courts have granted tremendous deference to the decisions of administrators and professors. Both public and private schools are legally obligated to fairly and reasonably carry out the requirements of their written and implied contracts with students and faculty, which may parallel the requirements of constitutional due process. A university should promote system-wide respect for these principles by ensuring all official inquiries are predictable and dignified, all stakeholders have proper notice and meaningful opportunity to respond and present evidence, and decisions are made by unbiased officials. (Contains 6 references.) (MSE)

ED 435 312 HE 032 531

Millennium III Challenges: A Major Role for Agricultural Research/Extension/Education.
PUB DATE- 99
NOTE- 14p.; For a related document, see HE 032 532.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Agriculture; Economic Change; Educational Needs; Educational Planning; Environmental Influences; *Extension Education; *Financial Support; Futures (of Society); Health Services; Higher Education; *International Trade; Lobbying; Program Development; *Public Policy; Research Projects; *Resource Allocation; Social Change

This report by the National Association of State Universities and Land-Grant Colleges (NASULGC) ad hoc Committee on Federal Support for Agricultural Research, Extension and Education suggests solutions to major challenges in agricultural research. Three new realities provide a powerful rationale for major new investment in agriculture: dramatic changes in health care incentives; agriculture in an increasingly interconnected world economy; and the environmental benefits of agriculture. New initiatives are needed to secure the funding necessary to capture attention and build the necessary support base for the report. It is noted that endowment assets, which totaled $178.3 billion at fiscal year-end 1998, are highly concentrated; 31 institutions (6 percent of the total), each holding assets in excess of $1 billion, account for over 50 percent of total endowment assets. Part 1 of the study provides a brief commentary focusing on endowment characteristics, investment pool characteristics, and historical performance, as well as a discussion of results and notes on the data. Tables and data in Part 2 are organized in two parts; the first covers endowment characteristics, including endowment size, growth, and asset allocation; the second covers investment pool characteristics, and includes performance returns, asset allocation, management expenses, investment management structure by institution, and a list of custodians by institution. Appendixes include a glossary, descriptions of market indexes, and lists of participating institutions. A list of contributors and sponsors is included. (CH)

ED 435 332 HE 032 552

NACUBO Endowment Study, 1998: Executive Summary.
SPONS. AGENCY- National Association of Coll. and Univ. Business Officers, Washington, DC.; Association of Governing Boards of Universities and Colleges, Washington, DC.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Capital; *Educational Finance; *Endowment Funds; Financial Policy; Financial Services; Fiscal Capacity; Higher Education; Income; *Investment; *Money Management; Private Colleges; Risk Management; Tables (Data); *Trusts (Financial); Universities
IDENTIFIERS- *Asset Allocation

This executive summary presents the results of a 1998 study of endowment assets of 509 higher education institutions, and is intended to allow administrators and trustees to evaluate the performance of their endowments and to acquaint them with the investment policies and practices of other higher education institutions. The report begins with a brief section offering notes on the data. Following are two sections of exhibits. In the first, tables, charts, and text provide information on endowment characteristics, including endowment assets, a breakdown of assets reported by public and private institutions, historical endowment growth and market indexes, endowment asset allocation, withdrawals from endowments, and endowment spending rules. The second section deals with investment pool characteristics, and includes tables, charts, and text with information on investment pool nominal and real returns, range of nominal returns, historical investment pool returns, investment pool asset allocation, and investment management and custodial expenses. Appendix tables list institutions ranked by endowment assets and institutions ranked by investment pool average annual compound return. A list of contributors, sponsors, and associates is appended. (CH)

ED 435 333 HE 032 553

Wechsler, Henry; Moeykens, Barbara A.; DeJong, William
Enforcing the Minimum Drinking Age Law: A Survey of College Administrators and Security Chiefs. Current Research Summary. Bulletin Series: Alcohol and Other Drug Prevention.

The literature on higher education policy and governance has increased since the late 1980s, possibly in response to campuses' questioning of their traditional missions and processes, and focuses on five main areas: financial issues; assessment; accreditation and standards, especially for new forms of teaching and learning; nondiscrimination policies, particularly against racism and homophobia; and changing faculty roles, productivity, and tenure. Themes embedded within these areas include issues of public trust and accountability and accommodation of new environments and new students. An overview by Morsy and Altbach, "Higher Education in International Perspective: Critical Issues," provides insights for those trying to understand current policy issues at the macro level. The literature on governance, which tends to overlap the literature on policy, contains three common themes: the activism of boards and trustees, restructuring, and participatory governance. Lacking in the literature is research on quality in higher education, diversity as it relates to governance, and the impact of state policy on governance. (Contains 48 references.) (JM)

ED 435 351 HE 032 574

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Professional Development. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Change; College Administration; Educational Practices; *Educational Research; *Faculty Development; *Higher Education; Literature Reviews; Mentors; *Staff Development
IDENTIFIERS- College and University Personnel Association

The literature on professional development covers five major trends: (1) faculty development; (2) professional development for change in a profession or field; (3) mentoring; (4) professional standards for administrators; and (5) staff development, with almost all of the literature focusing on best practices rather than research. Much of the literature on faculty development complements that on changing faculty roles. A growing trend in the literature focuses on the ways in which colleges and universities shape fields of practice. More research is needed, however, on how successful these efforts are in modifying fields of practice and on the most useful strategies. Much of the research on mentoring focuses on initiating mentoring programs for new faculty, although some also addresses mentoring among administrators. Research continues to show positive relationships between mentoring and professional outcomes, but more research is needed on how mentoring can be used to initiate change. Several professional groups in higher education are currently developing and revising standards related to professional development programs. The College and University Personnel Association (CUPA) Journal continues to be one of the best sources for literature on professional and staff development. (Contains 14 references.) (JM)

ED 435 352 HE 032 575

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Accountability; Associate Degrees; Bachelors Degrees; College Students; *Community Colleges; Degree Requirements; *Diversity (Student); *Evaluation Criteria; Higher Education; Outcome Based Education; School Demography; School Effectiveness; State Colleges; State Legislation; State Universities; *Time to Degree
IDENTIFIERS- *Nova Southeastern University FL

This report on Nova Southeastern University (NSU) fulfills a requirement by the state of Florida for participation in an accountability process. Data is presented for three broad categories: student demographics; faculty measures, including demographics, undergraduate teaching loads, contact with undergraduates, and analysis of undergraduate class size; and bachelor's degree completion, including demographics of degree recipients, six-year graduation rates for first-time full-time college freshmen, three-year graduation rates of associate of arts transfer students, and data on accumulated debt of four-year graduates. The report identified three areas of strength for NSU: (1) small undergraduate class size, (2) efficient progression to bachelor's degree completion: first-time full-time undergraduates graduated in a mean of 4.1 years, and (3) all students transferring to NSU with associate degrees from state community colleges were able to enroll in their major of choice in space-limited fields of study in the state university system. In addition, NSU awarded bachelor's degrees to students from racial/ethnic minorities at a proportionately higher rate than for all state higher education institutions as a group, and three-year graduation rates of full-time associate of arts transfer students often exceeded those for other state institutions. Appended is a list of total enrollments at independent colleges and universities in Florida. (JM)

ED 435 372 HE 032 595

Fitzpatrick, Corine; Potoczniak, Michael
Misperceptions of College Drinking Norms: An Exploratory Study of Gender and Grade Level Differences.
PUB DATE- 99
NOTE- 10p.; Paper presented at the U.S. Department of Education's Annual National Meeting on Alcohol, Other Drug, and Violence Prevention (13th, Albany, NY, November 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholism; *College Freshmen; College Students; *Drinking; Higher Education; Questionnaires; *Student Attitudes; *Student Behavior; *Student Subcultures; Student Surveys
IDENTIFIERS- *Manhattan College NY

Recently drinking-related deaths on college campuses have received wide media attention, prompting administrators to explore new ways of dealing with this problem. This study, conducted at Manhattan College (New York), focuses on exploring student perceptions about appropriate drinking behavior. Information was collected from a sample population (n=361) that included freshmen, sophomores, juniors, and seniors. Students completed questionnaires that examined their personal attitudes towards alcohol, as well as their perceptions about campus norms towards alcohol. Freshmen were instructed to answer based

ED 435 393 IR 057 543

Warner, Audrey A.
A Demographic Study of Ohio Public Library Trustees.
PUB DATE- 99
NOTE- 38p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demography; *Diversity (Institutional); *Governing Boards; *Individual Characteristics; Library Administration; *Public Libraries; Questionnaires; State Surveys; *Trustees; Users (Information)
IDENTIFIERS- *Ohio

Public libraries serve patrons who have a wide range of demographic characteristics. Boards of Trustees of public libraries play an important role in maintaining and planning libraries that serve the needs of the community. The demographic characteristics of the board are one factor that can help represent the diversity of the patron community. Library literature and past research suggest that public library boards should have members with a broad spectrum of demographic characteristics. Two studies, done in 1970 and 1998, provide comparative demographic information about public library trustees. This preliminary study of Ohio public libraries gathered and analyzed demographic information about trustees and public library communities. Gender, race, age, income and education data were generated through surveys distributed to public library board members. Trustees were chosen from Ohio public libraries that were ranked by size and stratified by the number of full-time employees (FTE). Data analysis compared demographic data of trustees and public library communities, and analyzed Category I (libraries with over 100 FTE), Category II (libraries with 20-100 FTE), and total survey results. Good representation on Ohio boards was noted in the areas of gender and race. Age, income, and education data revealed patterns of over- and under-representation. A copy of the questionnaire is appended. (Contains 18 references.) (Author/MES)

ED 435 394 IR 057 544

Kekana, Kgaladi E.
Selection of Library Materials in the University of the North Library.
PUB DATE- 99
NOTE- 41p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Libraries; Content Analysis; *Employee Responsibility; Foreign Countries; Higher Education; *Librarians; *Library Collection Development; *Library Material Selection; Literature Reviews; Tables (Data)
IDENTIFIERS- *University of the North (South Africa)

The purpose of this research was to investigate who should be responsible in the selection of library materials, and to compare the primary responsibility by country and type of library. A content analysis was used to examine 70 articles relating to selection responsibility. The articles cover the period 1950 to 1998, with a wide range of categories used to analyze the selection information. The result is a educational experience and objectives, financial aid, academic achievement and degrees awarded. In fall 1998, 20,068 students were enrolled (42.7% male, 57.3% female; 50.8% Hispanic, 40.7% white, 4.4% black, 4.1% other). Section 7, contains enrollment trends from 1989-99. Subsections for Developmental Education and Continuing Education are included. Section 8, Personnel Profile, contains profiles and statistical information on faculty and employees. Finally, Section 9, Financial Profile, focuses on tuition and fees, revenues and expenditures. (RDG)

ED 435 414 JC 990 659

McIntyre, Chuck; Yong, Channing; El-Bdour, Mary
Revenue per Student Comparisons, California Community Colleges, 1994-98.
PUB DATE- 99
NOTE- 14p.; For the 1997 report, see ED 413 026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Finance; Educational Supply; Educational Trends; *Enrollment; Expenditures; Fees; Financial Support; Full Time Equivalency; *Income; *Student Costs; *Tuition; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report updates the revenue per student comparisons contained in the Chancellor's Office 1997 paper on "Funding Patterns in California Community Colleges: Technical Paper for 2005 Task Force. These revenue comparisons are benchmarked across 5 fiscal years, against community colleges in 10 other large states (10LS), and for different sources of revenue. The definitions and measures--of both revenue and full-time equivalent (FTE) students--are the most comparable and valid available. This report finds that the revenue per student gap has increased slightly from 1993-94 to 1997-98, largely because while revenues have increased, California FTE are up and those in the 10LS are down slightly. During the same period, the gap in state and local tax revenue per student has declined from $585 per FTE to $248 per FTE because of California's improved public revenue stream. California's current tuition and fee revenues per FTE lag behind those of the 10LS even more than in 1993-94 because the $50 per credit baccalaureate surcharge was eliminated in 1996 and enrollment fee maintained at $13 while colleges in the 10LS increased tuition and fees at 4% to 5% annually. While California community colleges have improved their level of federal revenues, they still lag behind those of colleges in the 10LS. (VWC)

ED 435 415 JC 990 660

Arizona Learning Systems Business Plan.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; Educational Innovation; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Development; *Instructional Innovation; *Partnerships in Education; Program Implementation; Statewide Planning

Kindergarten; *Kindergarten Children; *Peer Acceptance; *Peer Relationship; Pretests Posttests; Primary Education; Rejection (Psychology); Sociometric Techniques; *Teacher Role
IDENTIFIERS- Playgroups

Based on the view that positive peer relationships help children function successfully at school, this study examined how teachers can help rejected, aggressive, or controversial children build social skills in a small group setting. Participating were three kindergarten students at a rural Alaskan elementary school, selected because they experienced considerable social failure from the first day of kindergarten. The students participated individually in after-school playgroups where they played one-on-one with one teacher for an hour each week. After a few weeks, selected peers were brought into the groups to act as models. Each teacher maintained a journal noting incidents of social disturbances and conflicts, contacts made with parents and the school administration, and the student's use of socially appropriate interaction. Some playgroup sessions were videotaped to assist in identifying and analyzing problems and successes of students in interacting with others. A pre- and post-intervention sociogram was administered privately and individually to each student in the kindergarten classrooms to see how frequently targeted children were selected as playmates and to see where they each fit socially in the classroom. The three teachers met at least three times weekly to discuss problems and solutions. Data indicated that during the weeks that the play groups were held, the targeted children showed more successful entry into play in the classroom and greater willingness to join the group or participate in problem-solving with others. However, antisocial behavior continued to be displayed, although it was less frequent and less severe. (Sociogram information is appended. Contains 26 references.) (KB)

ED 435 434 PS 027 506

Massey, Catherine J.
Family Relationships and Adolescent Self-Concept.
PUB DATE- 99
NOTE- 13p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; Adolescent Development; *Adolescents; *Family Relationship; Fathers; Mothers; Parent Child Relationship; *Self Concept; Sex Differences; Sibling Relationship; Social Support Groups
IDENTIFIERS- *Parent Favoritism

Previous research relating the quality of the relationship with the mother, father, and sibling to adolescent self-concept only investigated social and general self-concept and not various social and cognitive dimensions of self-concept. This study investigated family relationships and their link to the several domains of self-concept. Participating were 77 adolescents between 13 and 18 years of age. The majority were white (85 percent) and from middle- to upper-class backgrounds. Subjects completed the Piers-Harris Children's Self-Concept Scale; the social support factor of the Network of Relationships Inventory regarding their mother, father, and sibling; and the mother and father affection and control subscales of the Sibling Inventory of Differential Experience. Included for this study were the

Monograph No. 1.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Day Care; *Day Care Effects; Early Childhood Education; Employed Parents; Family Life; Foreign Countries; Mothers; *Policy Analysis; *Public Policy
IDENTIFIERS- Canada; *Day Care Quality

This report details an assessment of the economic impact of a major investment of public money in good quality child care for Canadian children 2 to 5 years of age. Chapter 1 provides an extended discussion of the background and techniques of economic analysis used to make judgments about the economic benefits and costs of child care. Chapter 2 reviews evidence concerning the developmental and educational impacts of child care on young children. Chapter 3 presents and analyzes evidence concerning the economic impacts of child care on mothers' participation in the labor force in particular, and on family life in general. Chapter 4 considers the economy-wide employment effects and the macroeconomic effects of potential child care programs. Chapter 5 calculates, using a variety of approximation techniques, the value of the benefits and the costs of a program of high quality child care for all preschoolers. Chapter 6 presents the conclusions, which note that the incremental benefits of the identified changes to child care arrangements in Canada amount to approximately two dollars for every dollar of cost to the public purse. The report argues that society has the responsibility to care for preschool and school-age children, and to provide parental leave from work. Appendices include, "Problems with Studies on Child Development" and "Methodology of Costs and Benefits Calculation." (Contains approximately 200 references.) (KB)

ED 435 453 PS 027 999

Townsend, Tony, Ed.
The Primary School in Changing Times: The Australian Experience. Educational Management Series.
PUB DATE- 98
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; Curriculum Development; Educational Change; *Educational Development; *Educational Improvement; *Elementary Education; *Elementary School Curriculum; Foreign Countries; School Restructuring
IDENTIFIERS- *Australia; *Impact; Impact Evaluation; Impact Studies

Following substantial changes throughout the Australian education system, primary schools are no longer in the protected position of having a regulated flow of clients, a predetermined curriculum, and marginal levels of staff development. This book reviews the impact of this change on Australian primary schools, the people who are involved with them, and the issues they face. The book is divided into four major sections. The first section focuses on an introduction to the change and contains one chapter entitled, "'Enterprise': The New Metaphor for Schooling in a Post-Industrial Society" (Hedley Beare). The second section focuses on the people in the primary school and contains the following three chapters: (1) "Synchronicity and the Heroic Quest: The Primary Principal in an Era of Dramatic

Start; *Supervisor Supervisee Relationship; Supervisory Conferences

Written for practitioners who must supervise early childhood staff from a wide variety of educational and cultural backgrounds, this book provides guidelines and practical suggestions for staff training and development in early childhood settings. Part 1 challenges myths regarding supervision to ease the burden under which supervisors carry out their work, and describes various types of early childhood programs and their personnel. Part 2 explores the development of supervisors and supervisees, their relationship to each other, and implications for planning supervisory approaches. Part 3 offers basic information and suggestions for observing, holding conferences, and evaluating staff within the context of a clinical supervision approach. Part 4 examines significant issues that affect staff morale and effectiveness, presents suggestions for designing various types of staff development and training, and includes some specific tools for putting these plans into practice. Each chapter includes exercises for applying the concepts covered in that chapter. Three appendices list recommendations for responding to linguistic and cultural diversity, organizational resources, and CDA competency goals and functional areas. (Contains approximately 180 references and an index.) (KB)

ED 435 471 PS 028 048

Access to Child Care for Low-Income Working Families.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Day Care; Early Childhood Education; *Employed Parents; Federal Programs; Financial Support; *Low Income Groups; *Parents
IDENTIFIERS- *Access to Services; Child Care and Development Block Grants; Child Care Needs

The Child Care and Development Fund (CCDF) is the major source of federal child care assistance for low and moderate-income families. This report provides information on the number of children receiving subsidies through the CCDF in fiscal year (FY) 1998 and on the number of children eligible for assistance, by state. The report describes the CCDF and other federal programs providing funding for child care assistance. The report notes that in FY 1998 states spent $3.5 billion in federal mandatory and discretionary funds and $1.6 billion of state funds on child care assistance. Regular child care arrangements are often too expensive for working poor families if they lack access to subsidies. Increased funding for child care subsidies increases employment rates and earnings for low- and moderate-income parents. State-wide child care quality initiatives have resulted in improved program quality and enhanced child development. An average of 1.5 million children each month received Child Care and Development Fund subsidies in FY 1998. Approximately 9.9 million children are estimated to be eligible for subsidies under state-set limits. The report concludes that there is a large unmet need for child care assistance throughout the country. (KB)

ED 435 472 PS 028 049

Vermont's Framework of Standards and Learning Opportunities.

Observation for Measurement of the Environment. Cross-cultural comparison of findings showed that the quality of maternal support was comparable to Dutch and Surinam-Dutch mothers' support but not comparable to the support provided by Japanese mothers. Indonesian mothers behaved more respectfully than emotionally supportive toward their children's autonomy, particularly for 3 to 6 year-olds. The 3 to 6 year-olds had more opportunities for independent experiences than younger children. Daily social routines were not related to the quality of mothers' interactive behavior. Mothers with higher educational levels spent more time with their children than did mothers with less education. (Contains 17 references.) (KB)

ED 435 490   PS 028 080

Veugelers, Wiel; de Kat, Ewoud
Moral Development at Home and at School: Division of Moral Tasks between Parents and Teachers in Secondary School.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; Adolescent Development; *Adolescents; Comparative Analysis; Delphi Technique; Factor Analysis; Foreign Countries; *Moral Development; *Parent Attitudes; Parents; Secondary Education; Sex Differences; Student Attitudes; *Teacher Attitudes; Teachers; *Values Education
IDENTIFIERS- Netherlands

Values education has recently been high on the political agenda in many countries, including the Netherlands. Using a theoretical framework based on traditions in several academic areas, this study examined attitudes of Dutch parents, teachers, and secondary school students regarding moral education goals and the division of moral tasks between parents and teachers. Using the Delphi Method, data were collected by means of questionnaires, group interviews, and panel discussions. Completing the mail questionnaire were 571 adolescents, ages 14 to 17 years, 180 parents, and 86 teachers from 8 secondary schools. Group interviews took place at participant schools with panel discussions conducted at three selected schools. A factor analysis of questionnaire responses revealed four factors explaining 43 percent of the variance: strategic action in the moral domain, social sensitivity, conformity, and emotional development. Questionnaire findings indicated that all groups attached great importance to moral development, with conformity considered slightly less important than other areas. Among students, girls viewed strategic action, social sensitivity, and emotional development as being more important than did boys. Vocational education students/parents viewed conformity as more important than did general secondary education students/parents. Parents' religious background and education were related to views of conformity. Students of non-Dutch origin viewed conformity as more important than students of Dutch origin. Group interviews indicated that students emphasized formulating their own opinion, parents emphasized the relationship between strategic action and conformity, and teachers emphasized an openness to criticism. All groups indicated that they would like greater attention paid to moral development goals at school. (Contains the following topics: promoting political skills and active citizenship; networking among adult learning initiatives; new roles for adults that require higher level competencies; a broader view of adult learning; and policy strategies. The following are among the points made in the booklet's conclusion: (1) the present global transformation is far from being an equitable and sustainable development; (2) the issues confronting adult educators are structural, legislative, and distributive rather than technical or curricular; (3) local experiences should guide practice and policy; (4) sharing experiences and learning from others are increasingly important. (MN)

ED 435 000 CE 079 186

Literacy in the World and Its Major Regions. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 20p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; Economic Development; Educational Improvement; *Educational Needs; Educational Trends; Empowerment; Foreign Countries; *Functional Literacy; *Literacy Education; Needs Assessment; *School Community Relationship; Sustainable Development; Trend Analysis; Womens Education
IDENTIFIERS- Africa; Arab States; Latin America

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines literacy in the world and its major regions. After a brief overview of the workshop from which the booklet emerged, the need to reconceptualize literacy as a tool for learning throughout life is emphasized. Discussed next are the following: the sharp differences between literacy rates in industrialized and developing countries and the relationship between illiteracy and other aspects of human and social development; literacy rates and literacy education trends and needs in Africa, the Arab States, and Latin America; lessons learned from large-scale literacy programs; the role of local communities, associations, and businesses in making literacy education a component of local development; and strategies for using literacy education to improve the situation of women and to help them gain responsibility and autonomy. The following are among the points made in the booklet's conclusion: (1) practitioners must be trained to recognize the problems in development; (2) development agencies and educators must understand each other's language; (3) institutions and structures must be created in the context of initiatives; (4) the human, financial, and institutional capital elements of local development must be emphasized; and (5) literacy must be imparted in the local and national languages before being imparted in global languages. (MN)

ED 435 001 CE 079 187

Literacy and Learning Strategies. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, flexibility, diversity, and availability at different times and in different places; (2) enhancing the new vision of adult learning that is holistic and cross-sectoral; (3) expanding the capacities of governments, nongovernmental organizations, and the private sector; (4) promoting an understanding of international human rights as the framework for the global society; and (5) governments must act on the consensus of multinational organizations that all development projects should include adult learning components. (KC)

ED 435 021 CE 079 241

Hill, Lilian H.
Changes of the Human Mind.
PUB DATE- 98
NOTE- 18p.; This essay has also been published in the book review section of "Adult Education Quarterly" (v49 n1 Fall 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- tion in South Asia" (Vimla Ramachandran) share results of a four-country research project that in
DESCRIPTORS- Adult Education; Adults; Change; Comprehension; *Consciousness Raising; Curriculum Development; *Epistemology; *Futures (of Society); Knowledge Representation; Needs; Values

Five books, representing a small selection of possible readings on necessary changes of the human mind, point to a convergence of interest from different fields of study toward the need for modern society to develop the capacity to respond to the complexity of modern life and the newly acquired ability to destroy life on an unprecedented scale. Those books are as follows: "The Web of Life: A New Scientific Understanding of Living Systems" (F. Capra); "Common Fire: Lives of Commitment in a Complex World" (L.A.P. Daloz et al.); "In Over Our Heads: The Mental Demands of Modern Life" (R. Kegan); "The Protean Self: Human Resilience in an Age of Fragmentation" (R. J. Lifton); and "Evolution of Consciousness: The Origins of the Way We Think" (R. Ornstein). Despite the differences in the five authors' approaches, they describe a consciousness that is: (1) capable of developing a more inclusive world view and forming allegiances beyond the local; (2) cognizant of the interdependence among humans and between humankind and the earth; (3) able to cope comfortably with ambiguity; and (4) able to value complexity and diversity. All five authors call for changes in the way humans think, the way humans relate to the rest of the world, and the way humans identify with all of humanity. Study of these authors leads to building a curriculum for a new consciousness. (KC)

ED 435 022 CE 079 242

Gerardi, Steven J.; Woods, Thomas A.; White, Debra R.; Hill, Roger S.
Public Attitude toward Optician Education as Human Capital.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Apprenticeships; *Associate Degrees; Attitude Measures; *Bachelors Degrees; *Educational Background; Higher Education; *Majority Attitudes; Professional Education; State Surveys
IDENTIFIERS- New York; *Opticians

literature on roles is a connection between philosophical beliefs about adult education and the type of role described. For example, publications can be found that do the following: support the radical tradition in education; explore adult educator roles for a civil society; and examine adult educator roles in experiential learning. A related issue is the question of how adult educators perceive their roles versus how roles are described in the literature. Among other related topics addressed in the literature are the following: suggested future roles of adult educators; markets that adult educators could tap in reshaping their roles; and information about careers in the future that adult educators can use to either shape their roles or develop programs and services for learners. (An annotated bibliography that contains 19 references constitutes approximately 75% of this document.) (MN)

ED 435 040 CE 079 311

Kerka, Sandra
Multiple Intelligences and Career Development. Trends and Issues Alert No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Career Choice; Career Counseling; *Career Development; *Career Education; *Education Work Relationship; Epistemology; Influences; *Multiple Intelligences; Secondary Education; *Self Concept; Self Esteem; Theory Practice Relationship; Trend Analysis

According to the theory of multiple intelligences (MI), intelligence is a set of abilities, talents, and skills in eight areas: mathematical-logical, spatial-visual, bodily-kinesthetic, musical-rhythmic, verbal-linguistic, interpersonal, intrapersonal, and naturalistic. All humans possess these intelligences in varying degrees, and most people can develop all of them to a degree of competence. Because the MI theory was formed in part by examining people's performance of jobs and tasks, MI profiling and learning activities should be useful in career choice and career development. The use of MI theory can assist the career development and counseling process in three ways: self-knowledge (awareness of MI strengths and weaknesses adds to the self-knowledge required for successful career choice); expansion of career possibilities (adults involved in MI activities broadened the parameters of their career choices); and enhancement of self-esteem (at-risk students and adults who may not have experienced career success have benefited from recognizing their intelligence and identifying jobs matching their strengths). Issues in the use of MI include the following: not "labeling" people by their preferred intelligences, not matching intelligences to careers too early, and encouraging individuals to develop less-preferred intelligences. (An annotated bibliography that contains 21 references constitutes approximately 75% of this document.) (MN)

ED 435 041 CE 079 312

years ago that have impacted the field of psychotherapy, especially such estimated changes as psycho-economics, managed care, wellness promotion, gender, and elderly care. Six new trends are described that are emerging and are leading the profession into the future: psychotherapy integration, specialization, managing psychotherapy, expansion of the scope of practice, cultural diversity, and psychotherapy without walls. Psychotherapy integration is described as finding the right therapist for the right problem. Through specialization, psychotherapists can offer a unique skill they have developed. How managed care reform continues to change the psychotherapy profession is discussed and the possibility of expanding the scope of practice through prescription drug privileges is examined. It is stated that in order for psychotherapists to survive in practice, they must address how to involve diversity in students coming into the practice and diversity among clients using their services. Psychotherapy without walls acknowledges the reality that future interactions between clients and therapists may be in "virtual" time. The conclusion indicates that the profession will be dealing with a revolutionary explosion of new forms and models for training, practice, and research. (Contains 53 references.) (JDM)

ED 435 060   CG 029 516

Bocchino, Rob
Emotional Literary: To Be a Different Kind of Smart.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; Behavioral Science Research; Communication Skills; Communication (Thought Transfer); *Emotional Adjustment; Emotional Experience; *Intelligence Differences; Mental Health; *Multiple Intelligences; Psychological Patterns; Self Concept; *Self Management
IDENTIFIERS- *Emotional Intelligence; *Emotions

This book combines strategies and skills with theory and research to identify some of the key skills, maps, and tools that define emotional literacy. Emotional literacy is defined as having the skills to understand and manage emotions, to communicate effectively in order to become an autonomous person. The book focuses on the background and research on emotional literacy, developing an understanding of how to manage emotions, building communication skills and rapport, developing an internal coach, and implications for the next step. Chapters include: (1) "Emotional Literacy: Foundations and Background"; (2) "Defining Emotional Intelligence and Emotional Literacy"; (3) "Understanding the Triune Brian"; (4) "Managing Emotions: Self-Awareness and Anchoring"; (5) "Communicating through Reframing and Positive Intentionality"; (6) "Reflective Listening and Overcoming Reactive Responses"; (7) "Nonverbal Cues: The Dance of Silent Communication"; (8) "Maintaining Important Relationships: Assertion and Apology"; (9) "Learning from Experience: Self-Coaching"; (10) "The Power of Vision: Identifying Outcomes"; (11) "Attribution Theory: Foundation of Self-Esteem"; and (12) "Effects of Emotional Literacy." (Contains 42 references.) (JDM)

components. (Contains 5 tables, 1 figure, and 37 references.)
(Author/MKA)

ED 435 079 CG 029 548

NATCON Papers 1999 = Les Actes du CONAT. Papers Presented at the Annual Meeting of the National Consultation on Career Development (NATCON) (25th, Ottawa, Ontario, Canada, January 25-27, 1999) .
PUB DATE- 99
NOTE- 228p.
LANGUAGE- English; French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Collected Works - General (020)
DESCRIPTORS- Adolescents; Body Language; *Career Counseling; *Career Development; Cultural Pluralism; Foreign Countries; Guidelines; Homosexuality; Humor; Individual Power; Intelligence; Internet; Models; Organizations (Groups); Rural Areas; Self Concept; Standards; Values; Young Adults
IDENTIFIERS- Hope; Transition Management

This book contains the texts of a number of presentations from the 1999 NATCON conferences. These papers are: (1) "A Book of Surprises: Games, Stories, and Magic for Career Practitioners" (E. Sylvester); (2) "Academic and Career Choices for Lesbian and Gay Young Adults" (M. Schneider and J. McCurdy-Myers); (3)"Adolescent Values Development: Radiohead Meets Gerard Artaud" (W. G. Darou and Y. Roy); (4) "A Synergistic Model of Organizational Career Development" (K. Bernes and K. Magnusson); (5) "Building Potential: Solutions to Chaos" (B. Freeman); (6) "Career Development and Multiple Intelligences" (C. Morris); (7) "Career Development for Young Adults in Rural Areas" (B. Shepard and A. Marshall); (8) "Career Development in Today's Organizations" (K. Copithorne); (9) "Career Paths and Organizational Development: Expanding Alliances" (K. Bernes and K. Magnusson); (10) "Career Practitioners and the Net: Counselling, Consulting, or Consternation" (K. Kerford); (11) "Career Self-Management in the New World of Work" (D. I. Riddle); (12) "Career Work, Secondary Education, and School Models" (A. Oomen); (13) "Carriere et Personnalite: Deux Concepts Li-s?" (M. Gingras and L. East); (14) "Cross-cultural Transitions and Career Development: Thrills, Spills, and Skills!" (N. Arthur); (15) "Etude Comparative des Conflits Travail-famille entre Conjoints" (L. Lachance and B. Tetreau); (16) "Fostering a Profession: Canadian Standards and Guidelines for Career Development" (B. Hiebert, B. MacCallum, N. Galarneau, L. Bezanson, M. Cawley, S. Crozier, C. DeSchiffart, G. Johnston, V. Mason, J. Stewart, and V. Ward); (17) Happiness and Work (Selection)" (M. Kingwell); (18) "Humour: The Missing Link in the Chain of Command" (L. LeBrun); (19) "Le Prix D'entree dans le Monde Intellectuel (M. Maranda, C. Leclerc, L. Bedard, M. Lapie, and H. Hamel); (20) "Pathways to Personal Power" (L. LeBrun); (21) "Positions Socioprofessionnelles des Jeunes Adultes" (B. Bourassa and G. Fournier); (22) "The Career Self-Concept: From Theory to Practice" (A. J. O'Shea); (23) "The Importance of Body Language in Your Life" (C. McCarty); (24) "The Role of Hope in Career Counselling" (A. Stechynsky); and (25) "Transition to a Career in the Arts: Lessons for Everyone" (A. Lodzinski). (MKA)

ED 435 080 CG 029 549

Bong, Mimi

IDENTIFIERS- Eighteenth Century; *Exploration; Nineteenth Century; Saint Louis Community College at Meramec MO; *Spain

This curriculum guide outlines a proposed four or five hour course, English 204, at the Meramec Campus of St. Louis Community College. The guide delineates the course, giving information on: (1) Goals, Objectives, and Background Notes; (2) Activities, Teaching Strategies, Assignments; (3) Readings and Notes; (4) Additional Sources; (5) Audio-Visual Materials; and (6) Evaluations. The curriculum guide follows one that begins with the study of American literature with Native American literature and the oral tradition, which explores, in part, the encounter with Europeans from the Native point of view. The purpose of the guide is to use the "encounter"--between the Spanish (primarily in the Southwest and Florida) and the Native Americans--to introduce major themes in American literature. These include: the Spanish "American Dream" manifested in the spread of Catholicism and the search for gold; the transformation and conquest of Native cultures by Europeans; and the fact that the United States was a diverse culture from the beginning and that its literature was multi-vocal from the start. (NKA)

ED 435 100 CS 216 922

Mirriam-Goldberg, Caryn
Write Where You Are: How To Use Writing To Make Sense of Your Life. A Guide for Teens.
PUB DATE- 99
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Creative Writing; Diaries; Independent Study; Skill Development; *Writing Processes; *Writing Skills
IDENTIFIERS- Authorship; Expressive Writing; Personal Writing; *Purpose (Composition); Self Perception Theory; Writing Habits; *Writing Motivation

This book contends that, by putting pen to paper (or fingers to keyboard), young people can learn to express their true feelings, understand themselves, create, re-create, and explore who they are and want to be. The book stresses that besides developing and sharpening creative communication skills, personal writing is even good for mental health and well-being. It suggests that the skills developed through writing--observing, thinking, creating, and reflecting--are skills that all teenagers need to have in order to become critical thinkers. Divided into four parts and subdivided into nine chapters, the book explores the many benefits of writing. Part 1, "Testing the Waters," gives 12 good reasons to write, and ways to think like a writer, be more creative, and sharpen writing skills. Part 2, "Diving into Your Life," invites the reader to form the writing habit. Activities are presented to help the individual to explore his or her world. Part 3, "Surfacing," shows how to revise writing and how to edit when necessary. Part 4, "Swimming toward Home," explains how (and why) to connect with other readers and writers through classes, readings, mentors, groups, and publishers. (NKA)

ED 435 101 CS 216 923

implementing school-based prevention practices. Their focus was on students with--and at risk of developing--emotional and behavioral disorders. Examples of prevention strategies from each of these projects are included throughout the document. Although research-based strategies varied across the districts represented in the guide, one finding remained constant. That is, administrators were key players in making prevention work. They provided an environment that fostered positive behavior and made available specialized support and services that interrupt cycles of negative behavior. Contact information for each project is found at the end of the guide. (Contains 20 references.) (RJM)

ED 435 120   EA 030 094

Kaplan, Robert E.
Internalizing Strengths: An Overlooked Way of Overcoming Weaknesses in Managers.
PUB DATE- 99
NOTE- 43p.; Cover page may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability; *Administrator Attitudes; Administrator Guides; *Administrators; *Leadership Training; *Management Development; Professional Development; Self Concept; Talent

This report describes a process of development in which managers move beyond addressing shortcomings and are encouraged to recognize and internalize their strengths. The document begins with the idea that the failure to recognize one's strengths is at the root of many performance problems. It describes the difficulty in getting managers to recognize their attributes, and it offers some of the benefits to be gained from helping managers internalize these attributes. The text is divided into four sections. The first part focuses on how the failure to recognize strengths affects executive performance, such as when executives respond to a perceived lack of talent by trying too hard. The next section explores why talking to executives about their strengths can be difficult and their discomfiture with praise due to an aversion to arrogance and complacency, and how the pressure they feel to keep up the good work. The report shows how energy is freed up when a manager's strengths are internalized, and it outlines five principles for helping executives use strengths for development: (1) do not let them take the strengths for granted; (2) engage them in potent self-reflection; (3) concentrate the messages and distill the data; (4) get personally involved; and (5) stay involved. (RJM)

ED 435 121   EA 030 095

Stromquist, Nelly P.
Policies and Practices on a Slippery Terrain: Lessons from Latin America and Africa in Educational Gender Equity.
PUB DATE- 99
NOTE- 15p.; Paper presented at the International Meeting on "Gender Equity Education" (Taipei, Taiwan, May 13-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Comparative Analysis; *Educational Discrimination; *Educational Opportunities;

This template is part of a series that recommends best practices and highlights problems that arise when policy deviates from these best practices. The booklet defines and outlines the critical components of a successful academic standards system using examples of good and bad standards to illustrate key points. The template addresses such questions as: What are the ingredients for rigorous academic standards? How do we measure compliance with standards? and How do performance standards differ from academic content standards? It offers analyses, discussion, and recommendations in four areas: tests aligned to the standards; categorization of student achievement through performance standards; implementation and accountability systems to guarantee that the standards become a reality in the classroom; and communications strategies to disseminate information about the standards to parents, teachers, and local school officials. The template is divided into four sections: (1) academic content standards; (2) the assessment system; (3) performance standards; and (4) implementation/accountability strategies. The object of the template is to offer policymakers practical advice and recommendations for constructing and implementing the best standards possible. It outlines the components of good academic content standards, such as rigor, intelligibility, and balance, and it reminds policymakers to consider such issues as depth versus breadth, time and cost of scoring, and standardization. Contains a summary fact sheet. (RJM)

ED 435 141 EA 030 126

Ash, Linda; Luckey, Jim; Avis, John
Design Teams for School Change: A Cyberprojects Approach. K-College.
PUB DATE- 99
NOTE- 157p.; Foreword by Sandra Markle.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Technology; Elementary Secondary Education; Experiential Learning; Instructional Materials; Relevance (Education); *Student Evaluation; *Student Projects

This book describes ways to help teachers teach using technology and project-based instruction. It opens with a theoretical 3-year school-improvement plan that outlines a framework for developing curricula that address real-world applications. The second chapter describes how schools can write a sound technology plan of action, which includes technology goals and a 3-year staff-development schedule. Chapter 3 provides a model for aligning integrated units with real-world projects and includes examples of how teachers weave technology throughout the learning process to give students the skills that they will need as they enter the work force. The fourth chapter discusses the structuring of project-based environments using technology and the allocation of time for instructional seminars, conferences, and projects. Classroom-management ideas for multiple-computer and one-computer classrooms are covered, and goals for integrating projects and curriculum are outlined for each of the 3 years of restructuring. The last chapter discusses a wide range of assessments to evaluate both the processes and results of student learning. Components of school restructure are integrated into assessment and performance difficulties, direct instruction, principles of generalization, and positive behavioral support); (4) issues, needs, and promises including a need for early identification and intervention, a need for staff development, and the advantages of behavioral interventions. (Contains approximately 110 references.) (DB)

ED 435 160 EC 307 492

Bullock, Lyndal M.; Menendez, Anthony L.
Historical Chronology of the Council for Children with Behavioral Disorders 1964-1999. From the Third CBD Mini-Library Series, What Works for Children and Youth with E/BD: Linking Yesterday and Today with Tomorrow.
PUB DATE- 99
NOTE- 66p.; For other monographs in this series, see EC 307 486-491.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; *Educational History; Elementary Secondary Education; *Organizational Development; *Organizations (Groups)
IDENTIFIERS- *Council for Children with Behavioral Disorders

This monograph presents a history of the Council for Children with Behavioral Disorders (CCBD), a division of the Council for Exceptional Children. Since its founding in 1964, the CCBD has been concerned with children and youth with emotional and behavioral disorders. Following an introductory chapter, Chapter 1 highlights CCBD, including its early beginnings, developments leading to its divisional status (in the Council for Exceptional Children) and beyond, CCBD awards, and establishment of the CCBD Foundation. Chapters 2 through 6 are devoted to the standing committees of CCBD and their missions and accomplishments. These committees are: the Nominations and Elections Committee, the Advocacy and Governmental Relations Committee, the Publications Committee, the Regional Services and Membership Committee, and the Professional Development Committee. An appendix lists key officers of the Council since its beginnings. (Contains 26 references.) (DB)

ED 435 161 EC 307 493

Kupper, Lisa, Ed.
Individualized Education Programs. NICHCY Briefing Paper. LG2. 4th Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Curriculum; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; *Individualized Education Programs; Parent Participation; School Districts; School Responsibility; Student Placement; *Teamwork
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This document is a verbatim reprinting of the Federal regulations

IDENTIFIERS- *Biliteracy; Core Knowledge Sequence; Miami Dade County Public Schools FL; Parent Characteristics; *Two Way Bilingual Education

Coral Way Elementary School (Florida), the nation's oldest 20th-century public bilingual school, is recognized as a model for bilingual education. Its curriculum promotes enrichment and language development while building on the languages students bring to school. As well as a medium for moving students to English proficiency, it is a vehicle for immersing students in a second language experience to prepare them for life in a linguistically diverse world. Students become bilingual, bicultural, and biliterate. All pre-K-5 students are instructed in both English (60 percent of instructional time) and Spanish (40 percent). In English and Spanish components, students receive instruction in reading, language arts, science, and social studies by teachers fully proficient in the designated languages. Mathematics is taught bilingually by the Spanish component teachers. The school promotes self-esteem, respect, and discipline, incorporating the CORE Knowledge Curriculum into a holistic, theme-based program using cooperative learning and problem-solving. Of the 1,376 students, about 432 are identified as limited-English-proficient and attend English-as-a-Second-Language classes. It is a neighborhood school. Parent support is high, and the school addresses community and business language needs. (MSE)

ED 435 182 FL 026 034

Salter, Robert T.
Bolinger, Context, and Frames: Towards a New Dictionary for Learners of English for Business.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Communication; *Dictionaries; *English for Special Purposes; English (Second Language); *Grammar; Indexes; Language Research; *Layout (Publications); Lexicography; Linguistic Theory; *Phonetics; Reference Materials; Word Frequency
IDENTIFIERS- Language Corpora; *Lexical Collocation

A theory is advanced for constructing an English dictionary for learners of English as a second or foreign language primarily for business purposes. The approach attempts to incorporate as much of the natural context of this language use as possible. While the general cognitive frame for the dictionary would be business, it would represent various sub-fields by using examples from them. Concordances that associated terms with experiential contexts would be used. Selection of headwords is to be based on word frequency, collocation, and co-text and to include multi-word units as entries. Inclusion of contextual information in the entry is considered crucial. Emphasis would be on the grammar of phrases rather than sentence-level grammar, and phonetic information is not to be included because it is so variable in world Englishes. Details of corpora, collocation (downward and upward), use of concordance, and use of the dictionary are discussed, with examples offered. Additional collocation data are appended. Contains 23 references. (MSE)

ED 435 183 FL 026 035

DESCRIPTORS- Adult Education; Audiovisual Aids; Book Reviews; *Citizenship Education; Class Activities; Classroom Environment; Classroom Techniques; Dictation; Difficulty Level; Educational Trends; *English (Second Language); Games; Grammar; Instructional Materials; Interpersonal Communication; *Literacy Education; Puzzles; Reading Instruction; Second Language Instruction; Trend Analysis; Vocabulary Development; Writing Instruction

The six issues of this newsletter for teachers and tutors of adult English as a second language (ESL) contain articles on classroom teaching techniques and activities, including dictations, presentations, hints for teaching beginners, multi-level crossword puzzles, conversation activities, reading exercises, guessing and describing games, use of reported speech, hobby sharing, approaches to grammatical constructions, quiz games, instruction cards, and vocabulary exercises. Several issues contain materials on citizenship education and reports of teacher mini-grant activities. Book and materials reviews are also included in some issues. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 204 FL 801 325

Florez, MaryAnn Cunningham
Improving Adult English Language Learners' Speaking Skills. ERIC Digest.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Class Activities; Classroom Techniques; *English (Second Language); Instructional Design; Interpersonal Communication; *Literacy Education; Oral Language; *Second Language Instruction; Skill Development; *Speech Skills; Student Evaluation
IDENTIFIERS- *ERIC Digests

Listening and speaking, the most used language skills in the classroom, are critical for functioning in an English language context, and are logical starting points for language instruction for low-literacy learners. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. A speaker's skills and habits affect the success of any exchange. Speakers must be able to anticipate and produce expected patterns of specific discourse situations, manage discrete elements such as turn-taking and providing feedback, choose correct vocabulary, use appropriate facial expressions and body language, produce the phonological patterns of the language, use grammar accurately, assess the audience, apply strategies to enhance comprehensibility, and attend to the success of the interaction and adjust components as needed. Speech lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. A sample lesson on choosing topics for small talk illustrates this sequence. In-class speaking tasks fall into six categories: imitative; intensive; responsive; transactional; interpersonal; and extensive. Speaking assessment may take varied forms. They should reflect instruction and be incorporated from the beginning of instruction. Criteria should be clearly defined and average salary for faculty in all major fields in 1995-1996 and 15.2 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 0.9 percent and 2.8 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 226   HE 032 444

Howe, Richard D.
Salary-Trend Study of Faculty in Economics for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Economics; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 4,364 college faculty in the field of economics for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in economics for public institutions was 16.2 percent higher than the average salary for faculty in all major fields in 1995-1996 and 17.7 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in the field for private institutions was 19.8 percent higher than the average salary for faculty in all major fields in 1995-1996 and 16.6 percent higher than the average salary for faculty in all major fields in 1998-1999. For the study period, economics faculty in public and private institutions received average annual salary increases of 1.6 percent and 0.9 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 227   HE 032 445

Howe, Richard D.
Salary-Trend Study of Faculty in Education for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Education; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 12,443 college faculty in the field of education for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data

IDENTIFIERS- *Classification of Instructional Programs

This report, covering 6,210 faculty in the field of philosophy and religion, is part of an annual national survey of faculty salaries. The survey consists of two parts one covering public and one covering private four-year colleges and universities. Data for the 1995-96 baseline year and 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for each of the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that average philosophy/religion faculty salaries in public institutions in 1995-96 were 0.3 percent higher than those for all ranks in all major fields; at private institutions, they were about 6 percent lower than those in all major fields. In 1998-99, public institutions again ranked 0.3 percent higher than the average, while private institutions ranked 8.1 percent lower than the average salary. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 248 HE 032 466

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Sciences, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biochemistry; Chemistry; *College Faculty; Comparative Analysis; Engineering Education; Higher Education; Intellectual Disciplines; *Physical Sciences; *Private Colleges; *Public Colleges; *Science Teachers; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 1,677 faculty in the field of physical science, general, is part of an annual national survey of faculty salaries. The survey consists of two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the 1998-99 trend year were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average physical science faculty salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A brief summary of the data follows. A concluding section compares salary trend information for public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, in 1995-96, average physical science faculty salaries in public institutions were 4.7 percent higher than those for all ranks in all major fields; in private institutions they were 24.0 percent higher than average. In environmental impact; and economic efficiency. Individual sections discuss the Commission's role in the review of new campuses and centers; improving the efficiency of CPEC reviews; history of the proposal; a review of the Commission's criteria; and conclusions and recommendations. (DB)

ED 435 269 HE 032 487

Executive Compensation in California Public Higher Education, 1998-99. Higher Education Update.
PUB DATE- 99
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; *College Presidents; Community Colleges; Comparative Analysis; Educational Finance; Higher Education; Multicampus Colleges; Multicampus Districts; Policy Formation; *Salaries; State Universities; Trend Analysis; Two Year Colleges
IDENTIFIERS- California Community Colleges; *California State University; *University of California

This report presents findings and recommendations of the California Postsecondary Education Commission concerning compensation for executives of the University of California, California State University, and California community colleges. The report focuses on changes in the policy or compensation levels from 1997-98 to 1998-99 and addresses each of the institutions separately. For community colleges the report shows trend and range data for chancellors of multicollege districts, college presidents in multicollege districts, and superintendents/presidents in single college districts. It notes increasing disparities among community colleges because each of the 71 community colleges is responsible for setting the compensation of its own executives. For the California State University the report also provides trend data and comparisons with similar institutions nationally. It notes progress towards implementing a coherent executive compensation policy and a continuing lag in salaries at the presidential level when compared to similar institutions nationwide. For the University of California the report notes the policy of setting the average compensation at the mean of national comparators, while being flexible in the actual levels paid to each chancellor. The report notes continuing progress in simplifying executive compensation policies and in offering equity in benefits. (DB)

ED 435 270 HE 032 488

Callahan, Mary-Mack; Wolk, Ronald A., Ed.
The Intentional Community: Colleges and Community Groups Helping Low Income Youth Prepare for College.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 51p.; A report on the College/Community Partnership Program, jointly administered by Citizens' Scholarship Foundation of America's Dollars for Scholars Program and the Consortium for the Advancement of Private Higher Education, an operating unit of the Council of Independent Colleges.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 435 291 HE 032 509

Lowe, Eugene Y., Jr., Ed.
Promise and Dilemma: Perspectives on Racial Diversity and Higher Education.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 99
NOTE- 206p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Access to Education; Affirmative Action; College Admission; *Diversity (Student); *Equal Education; Foreign Countries; Higher Education; *Racial Factors; Research and Development; Theory Practice Relationship
IDENTIFIERS- South Africa

The essays and commentaries in this volume on racial diversity and higher education are grouped into three parts. The first offers a broad perspective and an historical review of the complex history of the United States' effort to achieve racial diversity; the second notes empirical studies of the extent of racial disparities in academic preparation and performance; and the third considers racial diversity from a broad societal viewpoint. The essays and commentaries are: (1) "Promise and Dilemma: Incorporating Racial Diversity in Selective Higher Education" (Eugene Y. Lowe, Jr.); (2) "Promoting High Academic Achievement among Non-Asian Minorities" (L. Scott Miller); (3) "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance" (Claude M. Steele); (4) "A Practitioner's View from Texas: Comments on the Essays by L. Scott Miller and Claude M. Steel" (Philip Uri Treisman); (5) "Assessment and Student Diversity: Comments on the Essays by L. Scott Miller and Claude M. Steele" (Richard J. Light); (6) "Equity and Excellence--Strange Bedfellows? A Case Study of South African Higher Education" (Mamphela Ramphele); (7) "Facing the Dilemmas of Difference: Comments on the Essay by Mamphela Ramphele" (Randall Kennedy); (8) "Problematics of Affirmative Action: A View from California" (Neil J. Smelser); and (9) "What a University Can Learn and Teach about Conflict and Difference: Comments on the Essay by Neil J. Smelser" (Chang-Lin Tien). An epilogue by the editor completes the volume. (Individual papers contain references.) (DB)

ED 435 292 HE 032 510

Public Law 105-390. 105th Congress.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Emergency Squad Personnel; *Federal Aid; Federal Legislation; *Fire Fighters; Higher Education; *Police; *Student Financial Aid
IDENTIFIERS- *Omnibus Crime Control and Safe Streets Act; *Police Fire and Emergency Officers Educ Assist Act

This document presents the text of the Police, Fire, and Emergency Officers Educational Assistance Act of 1998. This Act provides higher education financial assistance to the dependents of federal, state, and local public safety officers who are killed, or permanently and totally disabled as the result of a traumatic injury sustained in the line of duty. The Act is an amendment to the Omnibus Crime Control and Safe public policy to invest in strong, scientific research and its vital partners in agricultural research: cooperative extension and education. These concepts must then be shared with stakeholders and others so that their responses and ideas can be incorporated where possible. Reactions should be sought from national science leaders and multiple agencies. Identification of specific goals, research and education programs, collaborators, timelines, and outcomes constitutes the next step. A coordinating entity based in Washington, DC, must promote the initiative daily. NASULGC, its president, and the board on agriculture are recommended to head this effort. A copy of the Committee Appointment Letter and a membership list, as well as a statement regarding funding problems in agricultural research/extension/education are appended. (MSE)

ED 435 313 HE 032 532

Agricultural Research & Education: Serving the Nation. A University Science and Education Exhibit on Capitol Hill, March 2, 1999.
PUB DATE- 99
NOTE- 11p.; For a related document, see HE 032 531.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Agricultural Education; College Programs; *Conservation (Environment); Economic Climate; Extension Education; Higher Education; Institutional Cooperation; International Trade; Land Grant Universities; *Nutrition; Policy Formation; *Public Policy; *Public Relations; *Research Projects; State Universities; Technological Advancement
IDENTIFIERS- *National Assn of State Univ and Land Grant Coll

The brochure describes an agricultural science and education exhibition presented by the National Association of State Universities and Land-Grant Colleges in a Cannon House office building in Washington, DC on March 2, 1999. It gives background information on: three areas in which scientific research and education in the agricultural sciences should receive increased funding in order to meet the challenges posed by the global economy; the need to provide a safe and nutritious food supply; and the need to conserve resources for the future. Recent breakthroughs that are the result of agricultural science and education are highlighted. A list of exhibits and their originating institutions and a list of member institutions are appended. (MSE)

ED 435 314 HE 032 533

NASULGC Universities Connecting with the Future: How Do They Do IT? How Do They Pay for IT?
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Decision Making; Educational Trends; Financial Support; Higher Education; *Information Technology; *Land Grant Universities; National Surveys; *Resource Allocation; *State Universities
IDENTIFIERS- National Assn of State Univ and Land Grant Coll

The report summarizes results of a National Association of State

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 12p.; For related documents on alcohol and drug prevention, see HE 032 555 and HE 032 558.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; Discipline Policy; Drinking; *Drug Abuse; Drug Education; Drug Legislation; Evidence (Legal); Fines (Penalties); Higher Education; Illegal Drug Use; *Law Enforcement; Questionnaires; School Security; Social Control; *Student Behavior; Student School Relationship; Surveys

This bulletin reviews the results of a survey of college administrators and security officials by the Harvard School of Public Health concerning their schools' policies regarding alcohol problems on campus. A total of 529 respondents from 347 public and private four-year institutions were asked to complete a mailed questionnaire which examined institutional policies and practices, alcohol problems on campus, current alcohol education programs, and policy enforcement. Comparisons were made between schools which had major problems and those that had minor problems. Three problem-oriented strategies were offered for stronger enforcement of the minimum age drinking law, including: (1) identifying on-campus locations where underage drinking was occurring and taking meaningful disciplinary action against those serving alcohol to minors; (2) establishing a policy of zero tolerance for the fake IDs students were using to purchase alcohol; and (3) taking firm disciplinary steps, including probation, fines, community service, suspension, and/or expulsion, against students who drive or commit other infractions while under the influence. Appended are a list of resources and other related publications. (CH)

ED 435 334 HE 032 555

Pittayathikhun, Tanutda; Ku, Richard; Rigby, Donna; Mattsson, Marilyn; DeJong, William
Complying with the Drug-Free Schools and Campuses Regulations (34 CFR Part 86). A Guide for University and College Administrators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 41p.; For related documents on alcohol and drug prevention, see HE 032 553 and HE 032 558.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Compliance (Legal); Discipline; Discipline Policy; Drug Abuse; Federal Regulation; Government School Relationship; Higher Education; Illegal Drug Use; Law Enforcement; *Legal Responsibility; School Security; *Student Behavior; Student School Relationship; *Substance Abuse

This document describes ways in which higher education institutions have responded to the requirements of the 1989 amendments to the Drug-Free Schools and Campuses Act, Part 86, Regulations, and is intended to help institutions improve current programs and avoid overlooking requirements that might result in noncompliance. Chapter 1 presents the certification requirements that higher education institutions must meet under

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Program Evaluation. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Course Evaluation; Educational Assessment; *Educational Research; Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Higher Education; Institutional Evaluation; Literature Reviews; *Program Evaluation; Student Evaluation of Teacher Performance

The amount of literature on program evaluation decreased in 1996, continuing a trend begun in the late 1980s. One exception to this is the literature on assessment. Another frequent issue is the technique of evaluation. Many examples of research on evaluation are from international settings, where accountability and evaluation appear to be integrated into institutional systems. Student learning and satisfaction with services tend to be the focus of evaluation and assessment. An exception to the trend away from systemic evaluation is a paper by Aquirre and Hawkins, "Why Reinvent the Wheel? Let's Adapt Our Institutional Assessment Model," which describes an integrated assessment and strategic planning process designed to comply with accountability requirements at a community college in New Mexico. Most evaluation studies occur as students leave school or after they have graduated, and it would be helpful to have more evaluations while students were still in school. Some articles suggest ways to improve the process of evaluation. One area where research on evaluation is prevalent is research on new or nontraditional academic experiences, such as first-year seminars or bridge programs, experiential learning, and distance education. Some evaluation focuses specifically on faculty members, exploring the quality of teaching and research. Research on staff members' impact on student learning or experience is minimal. (Contains 12 references.) (JM)

ED 435 353 HE 032 576

Kezar, Adrianna J.
Higher Education Trends (1997-1999): Students. ERIC-HE Trends.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Persistence; Alcoholism; Cheating; *College Students; *Discipline; Discipline Policy; Diversity (Student); Educational Change; *Educational Research; *Higher Education; Paying For College; School Holding Power; Student Attitudes; Student Attrition; Student College Relationship; Student Financial Aid; *Tuition

The literature on college students covers five themes: (1)

on their perceptions of what they expected would happen in college and their actual use in high school. The study confirmed the hypothesis that freshmen's perceptions of their drinking behavior are strongly related to how much they actually drink; their view of campus norms for alcohol use is moderate and changes over time as they progress through school to senior year. The study also confirmed gender differences in attitudes toward drinking. A stronger indicator of alcohol abuse than the campus norm measure was students' personal attitudes and their perceptions of what their friends do. As a result of this study, Manhattan College has received a grant to influence misperceptions of appropriate drinking behavior among incoming freshmen students. (JM)

ED 435 373 HE 032 596

Taylor, Peter G.
Making Sense of Academic Life: Academics, Universities and Change.
PUB DATE- 99
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Faculty; *Educational Change; *Educational Environment; Educational Innovation; Educational Trends; Higher Education; Learning Experience; Modernization; Social Change; *Teacher Participation; Teacher Role; *Teaching (Occupation); Teaching Skills; Universities

Universities and academics today are facing challenges that require more active and self-interested management. The book argues that higher education in the future will not become any more ordered, but will actually become more complex, more fractured and less bounded, and that academics will have to respond with new ways of thinking. The book also suggests that while academics' work will change, the change will focus more on the intentions that underlie it and the tools that are used than on the development of entirely new roles or loss of existing ones. For academics this means a new focus on structuring learning environments and helping students make use of information, rather than being their primary source of information. Finally, the book reviews the relationship between academics and their institutions, particularly in terms of the relationship between academic and institutional values, priorities and practices. The book's seven chapters cover such topics as: contemporary challenges, views of past and future changes in higher education; academic identities; changing academic roles; models of personal change; challenges of managerial roles; issues of self-management; learning new work practices; academic careers; the academic "profession"; making teaching count; anticipating new opportunities and challenges; and moving on. (Contains approximately 120 references.) (JM)

ED 435 374 HE 032 597

Behrman, Edward H.
Developing Content-Specific Reading Placement Tests.
PUB DATE- 99
NOTE- 15p.; Paper presented at the annual conference of the College Reading and Learning Association (32nd, New Orleans, LA, November 6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

characterization of the factors that make up the discussion. Factors were grouped in six categories--primary responsibility, type of library, type of academic library, organization of library, country, and publication date. These are the key issues in the selection of library materials. It was found that 38 (54.3%) of the articles mentioned librarians as being primarily responsible for selecting library materials. The chi square analysis revealed a relationship of primary responsibility by country. Appendices include content analysis coding categories, a sample coding sheet, content analysis data, and a list of articles analyzed. Recommendations are offered for the University of the North Library (South Africa). (Contains 14 references.) (Author/MES)

ED 435 395   IR 057 545

Titer, Beth E.
An Investigation of Five Middle School Library Collections in the Areas of Science and Technology.
PUB DATE- 98
NOTE- 24p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Dewey Decimal Classification; Library Collection Development; *Library Collections; Middle Schools; *School Libraries; Science Materials; *Scientific and Technical Information; User Needs (Information)
IDENTIFIERS- Springfield City Schools OH

The mean and median age of science and technology materials in the five middle school library collections located in the Springfield (Ohio) City School District were calculated. The percentage of books 10 years old or older was calculated. Science and technology were chosen due to the rapid amount of change in these areas. Three broad Dewey categories in the 300s, 500s, 600s, and the following three narrower areas were investigated: astronomy, space, and the solar system; general biology and ecology; and human anatomy, physiology, and hygiene. The mean age of books ranged from 13.5 years to 34.9 years; the median age ranged from 10 to 32 years old. The percentage of books 10 years old or older at each of the individual middle schools ranged from 45.8% to 87%. The findings reveal that the middle school library collections surveyed need new and updated materials. The outdated collections are unable to support curricular goals or student needs. Appendices include the data collection form and inventories showing total items in each Dewey category for each school. (Contains 15 references.) (Author/MES)

ED 435 396   IR 057 546

Russell, Robert Lowell, Jr.
Testing for Correlation between Two Journal Ranking Methods: A Comparison of Citation Rankings and Expert Opinion Rankings.
PUB DATE- 99
NOTE- 55p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Citation Analysis; Citation Indexes; *Citations (References); College Faculty; Comparative Analysis; Correlation; Evaluation Methods; Higher Education; *Political Science; Questionnaires; *Scholarly Journals;

IDENTIFIERS- *Arizona

This paper describes Arizona Learning Systems (ALS), an alliance of Arizona community colleges developed in response to a state legislative appropriation for technology assisted learning. The appointed task force was to address the needed telecommunications connectivity between community college districts, and among community college districts, the universities, and K-12. The ALS Business Plan focuses on the use of Interactive Instructional Television (IITV) as an instructional method. Over the next few years, ALS expects other modes of learning to become available, and the Business Plan includes funds for content development in these other modes of instruction. ALS proposes to extend the benefits of distance learning statewide and create market-based incentives for the development of entirely new instructional content. It also should encourage the development of computer-based instruction (CBI) and Internet courses. The ALS plan envisions developing two "markets": a telecommunications network and instructional content. The system would ultimately have a four- to five-person staff, and the plan includes programs for faculty development, assessment of instructional material effectiveness, and development of content otherwise thought uneconomic by districts. Included in this article is a table of ALS's financial plan and a chart of the number of annual headcount students served through ALS courses. (VWC)

ED 435 416 JC 990 661

McIntyre, Chuck; Chan, Chuen-Rong
Long-Range Statewide Enrollment and WSCH Forecast, California Community Colleges.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; *Community Colleges; *Educational Demand; Educational Supply; Enrollment; Enrollment Influences; Enrollment Management; *Enrollment Projections; *Enrollment Rate; *Enrollment Trends; Federal Legislation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report summarizes the most recent (December 1998) long-range statewide forecast of fall enrollment and average annual weekly student contact hours (WSCH) in California Community Colleges. The annual fall survey of college registrars shows that fall 1998 enrollment is up 1.8 percent over fall 1997. The office forecasting model projects an increase of 2.9 percent in fall 1999 enrollment statewide to 1,517,087, which would exceed the colleges' peak recorded in 1991. Further increases are forecast through the year 2005, pushing fall enrollments up by a total of 281.500 students, an increase of nearly 20 percent over this fall. The method used in this report is an econometric regression model to forecast fall enrollment. The structure and function of the model are explained in the attached Appendices A and B. Assumptions that drive future values for the model's five independent variables are student prices, financing, budget outlays, unemployment, and adult population. Recent increases in average student academic load -- largely the result of increasing high school graduate enrollment -- are projected to continue into 1999-2000, followed by use of a three-year moving average throughout the balance of the forecast period. These values are then used to derive total following Piers-Harris scores: general self-concept, behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. The findings indicated that adolescents who perceived that there was no parental favoritism for affection had higher general, behavior, and happiness and satisfaction self-concepts than adolescents who perceived that they were unfavored. Adolescents who perceived no parental favoritism for affection had higher physical appearance and attributes and popularity self-concepts than adolescents who perceived that they were favored. Females had higher behavior self-concepts and lower anxiety self-concepts than males. The higher the anxiety self-concept score, the lower the number of anxious behaviors. Adolescents perceiving good parental social support had higher general, physical appearance and attributes, anxiety, and popularity self-concepts than adolescents perceiving poor social support. (Contains 11 references.) (KB)

ED 435 435 PS 027 760

Wolf, Cindy
On the Safe Side: Your Complete Reference to Childproofing for Infants & Toddlers.
PUB DATE- 98
NOTE- 140p.; Foreword by Robert W. Stelle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accident Prevention; Infant Behavior; Infant Care; *Infants; *Risk Management; *Safety; *Toddlers
IDENTIFIERS- *Child Safety; *Risk Reduction

Noting that accidents are the leading cause of death among infants and children today, this book provides comprehensive guideline for preparing a safe home and caregiving environment for children from birth to around 3 years of age. Following an introduction, the chapters are organized by rooms of a house, with topics listed alphabetically within chapter, and guidelines presented in the form of checklists. The chapters are: (1) "Around Your Home," including banisters, doors, fire safety, outlets, stairs, and windows; (2) "Living Areas," including bookcases, doorway bouncers, electronics, lamps, and office supplies; (3) "Kitchen & Dining Room," including cabinets, food safety, refrigerators, and trash cans; (4) "Bathroom," including appliances, shower and bathtub, and toilets; (5) "Baby's Room," including changing table, dresser, nightlight, and toys; (6) "Parent's & Sibling's Bedrooms," including bed and nightstands; (7) "Utility Rooms & Garage," including garage door opener, pets, and washers and dryers; (8) "Outdoors," including decks, playgrounds, rural hazards, swimming pools, and yard equipment; (9) "Away from Home," including air and auto travel, backpacks, shopping carts, strangers, and strollers; (10) "Environmental Hazards," specifically asbestos, carbon monoxide, lead, nitrates, and radon; and (11) "Necessary Safety Items," such as babysitter information sheets, car seats, fire extinguishers, gates, CPR skills, and syrup of ipecac. The final chapter notes the importance of childproofing areas before they become a hazard to the child and that childproofing does not replace constant adult supervision. Three appendices list contact information for relevant catalogs, appropriate agencies, and poison control centers by state. (Contains 55 references.) (KB)

Change" (Brian J. Caldwell); (2) "Teachers, Training and Development" (Len Cairns); and (3) "Different Families: New Issues for Schools" (Tony Townsend and Ian Walker). The third section focuses on the restructures primary school and contains the following seven chapters: (1) "The Early Years of Schooling" (Anne Kennedy); (2) "Building a School Culture" (John Williamson and Maurice Galton); (3) "Curriculum Development in the Restructured School" (Colin Marsh); (4) "Assessment in Primary Schools" (John Ainley); (5) "The Impact of Computer Technology on Primary Education" (Geoff Romeo); (6) "Effective Resource Allocation in the Primary School" (Tony Townsend); and (7) "The Education Market: The View from the School" (Lindsay Fitzclarence and Jane Kenway, with Janine Collier). The final section focuses on the future and contains one chapter entitled, "The Primary School of the Future: Third World or Third Millennium?" (Tony Townsend). (Each chapter contains references.) (SD)

ED 435 454 PS 028 000

Child Nutrition Programs. Administrative Manual.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Breakfast Programs; Children; Elementary Secondary Education; Federal Legislation; *Federal Programs; Federal Regulation; Lunch Programs; *Nutrition; *Program Administration
IDENTIFIERS- *Child Nutrition Programs; Department of Agriculture; Utah

Recognizing the importance of efficient and effective program administration for the success of Utah's Child Nutrition Programs, the State Office of Education developed a manual to assist local program administrators in using the U.S. Department of Agriculture's (USDA's) programs. This document contains Part 1 of the manual's four interrelated parts, a quick reference organized alphabetically by key words, and restates federal regulations and related policy information. The document also provides an overview of the National School Lunch, School Breakfast, and Special Milk programs. Included is information on eligibility, meal requirements, meal accountability, meal service, record keeping, claims and reimbursement, and civil rights compliance. (KB)

ED 435 455 PS 028 001

Lawrence, Barbara J.
Questions and Answers about the Utah Pre-Kindergarten Assessment and End-of-Level Kindergarten Assessment for 1998-99.
PUB DATE- 98
NOTE- 14p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Emergent Literacy; *Kindergarten; *Kindergarten Children; Numbers; Numeracy; Preschool Tests; Primary Education; State Legislation; State Programs; *Student Evaluation
IDENTIFIERS- Utah

SPONS. AGENCY- Department of Education, Washington, DC.; Carnegie Corp. of New York, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Educational Objectives; *Educational Opportunities; *Elementary Secondary Education; *Outcomes of Education; State Programs; *State Standards
IDENTIFIERS- Curriculum Standards; *Vermont

This report details Vermont's Framework of Standards and Learning Opportunities, designed to provide a structure from which standards-based curricula can be developed, organized, implemented, and assessed; to provide the basis for the development of a comprehensive assessment system; and to make explicit what may be included in statewide assessments of student learning. The report is organized into four parts: (1) vital results standards; (2) fields of knowledge standards; (3) learning opportunities and examples of recommended practices; and (4) appendices. Vital results standards are the responsibility of all teachers and include educational objectives in the areas of communication, reasoning and problem solving, personal development, and civic and social responsibility. The fields of knowledge standards are specific to each subject field: (1) arts, language, and literature; (2) history and social sciences; and (3) science, mathematics, and technology. Within each section, standards are delineated for prekindergarten through Grade 4, Grade 5 through Grade 8, and Grade 9 through Grade 12. The report also describes learning opportunities to attain the standards, including examples of recommended practices. Four appendices answer common questions about the framework and its development, discusses issues relating to its use, and lists resources. (Contains approximately 120 references.) (KB)

ED 435 473 PS 028 052

Raden, Anthony
Universal Prekindergarten in Georgia: A Case Study of Georgia's Lottery-Funded Pre-K Program. Working Paper Series.
PUB DATE- 99
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Strategies; Day Care Centers; *Educational Finance; Educational Practices; Government Role; *Politics of Education; *Preschool Education; Public Policy; *State Programs
IDENTIFIERS- Georgia; Project Head Start; *State Lotteries

In 1995, Georgia became the first U.S. state to provide universal prekindergarten to 4 year olds. Although the lottery-funded program has received more attention from policymakers than any other program, there has been no systematic effort to chronicle the program's evolution or to draw lessons from its experience. This report illustrates the complex and often unpredictable processes involved in translating ideas into public policy and identifies lessons relevant to other state early education initiatives. Following an executive summary and chronology of program development, the report covers the following topics: (1) Lieutenant Governor Zell Miller's plan to fund a prekindergarten program for low-income 4 year olds with lottery

46 references.) (KB)

ED 435 491 PS 028 081

Brady, Sheri A.
One in Ten: Protecting Children's Access to Federal Public Benefits under the New Welfare and Immigration Laws. Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 9p.; National Association of Child Advocates, 1522 K Street, N.W., Suite 600, Washington, DC 20005 ($5). Tel: 202-289-0777.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Children; *Federal Legislation; Federal Programs; *Immigrants; *Public Policy; State Programs; Welfare Recipients
IDENTIFIERS- *Access to Services; Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act and Illegal Immigration Reform and Responsibility Act of 1996 revised laws governing privacy and confidentiality of information that government agencies collect from immigrants during the benefits application process. Noting that these changes evoked confusion and anxiety in the immigrant community and deterred many families from seeking benefits, this issue brief helps child advocates understand changes in confidentiality, reporting, and verification requirements in order to help state decision makers create policies that maximize access to benefit and provide outreach to immigrant communities. Following an introduction outlining the critical role that child advocates can play in ensuring that state leaders understand the parameters of the law, the brief details the four-step process to verify an applicant's immigration status: (1) determine if the program provides a federal public benefit; (2) determine whether the applicant is eligible for benefits under the programs' general eligibility requirements; (3) verify the applicant's status as a citizen, noncitizen national, or a qualified alien; and (4) verify eligibility based on requirements of the Welfare Act. The brief also details requirements for reporting to the Immigration and Naturalization Service, describes the model used by the Food Stamp Program, and discusses the confidentiality of information collected during eligibility determinations. Also noted is the application of requirements to nonprofit organizations. Finally, the brief discusses possible roles of the child advocate. A call for action by child advocates and a resource and contact list conclude the brief. (Contains approximately 20 references.) (KB)

ED 435 492 PS 028 082

Foster, Catherine Crystal
Unemployment Insurance for Low-Income Families: New Challenges for Child Advocates. Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 9p.

1997).
PUB DATE- 99
NOTE- 10p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; Economic Development; *Educational Needs; Empowerment; Foreign Countries; Functional Literacy; Informal Education; Integrated Curriculum; *Learning Strategies; *Literacy Education; Needs Assessment; Position Papers; Role of Education; Teacher Student Relationship

This booklet, which was produced as a follow-up to the Fifth International Conference on Adult Education, examines literacy and learning strategies. After a brief overview of the workshop from which the booklet emerged, the new convivial approaches to literacy that are being developed through experimentation in many developing countries are described. The learner- and community-based approaches fuse literacy and empowering processes through a single, well-structured participatory methodology. Presented next is a discussion of the importance of basic needs and productive work support that advocates the following: (1) developing activities that respect local knowledge, promote on-the-job training, and relate to people's contexts and cultures; (2) developing an understanding of the pedagogy of the informal sector; and (3) using an integrated approach linking competencies for economic survival with the social equipment for greater effectiveness at the local level. Concluding the booklet are the following four steps toward putting participatory ideology into action: (1) decentralize the creation of books and programs; (2) promote basic learning needs through nonformal strategies; (3) recognize that in addition to reading and counting skills, adults also need functional skills to be self-reliant and productive in local economic development; and (4) promote communities' own knowledge and learning traditions. (MN)

ED 435 002 CE 079 188

Literacy, Education and Social Development. Ensuring Universal Rights to Literacy and Basic Education. A Series of 29 Booklets Documenting Workshops Held at the Fifth International Conference on Adult Education (Hamburg, Germany, July 14-18, 1997).
PUB DATE- 99
NOTE- 12p.; For other booklets in this series, see CE 079 178-206.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Definitions; *Developing Nations; Educational Needs; Educational Objectives; Foreign Countries; *Literacy Education; Needs Assessment; Position Papers; Prior Learning; *Role of Education; *Social Change; *Social Development; Student Characteristics

Literacy is embedded in social practice and has social meanings. Research and practice in adult literacy are demonstrating that, in order to bring about cultural and social transformation, literacy must be seen as an activity embedded in social and cultural practice. The traditional paradigm, which considers literacy as input for development and tends to see literacy primarily in terms of measurable literacy skills to be attained and the numbers to be made literate, must be replaced by a new paradigm based on the assumption that even small communities

A study sought to identify what the public thinks about the appropriate level of education and training for opticians. A 10% random sample of 1,510 New York State customers (n=151) of a large multinational opticianry corporation was surveyed. Two categories of data were social background (combined annual family income, age, marital status, race, gender) and a locally constructed five-item Guttman scale selected to differentiate attitude toward optical training. The scale consisted of future-oriented questions about the individuals' future eye care exposure to apprenticeship-trained opticians and present-oriented questions about current educational requirements within the optician profession. Statistical analyses included descriptive percentage data extracted for cross-tabulation, Pearson correlation, and linear regression models for prediction and causal explanations. Findings indicated customer attitude toward optician training was in favor of higher educational requirements and credentials for all social background indicators; confidence level in the eye care professional increased as the optician's educational achievement increased; 100 percent would be more confident in the optician's skills if he/she were college educated; and 81 percent believed an optician should have earned at least a baccalaureate degree. (YLB)

ED 435 023 CE 079 276

Dumbrell, Tom
Accommodation, Cafes and Restaurants. Industry Training Monograph No. 8.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 39p.; For other Industry Training Monographs, see CE 079 277-289.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Education Work Relationship; Employer Attitudes; Employment Level; Employment Opportunities; *Employment Patterns; *Employment Projections; *Employment Qualifications; Food Service; Foreign Countries; Graduate Surveys; *Hospitality Occupations; Hotels; Labor Market; Labor Needs; National Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Tables (Data); Tourism; *Vocational Education
IDENTIFIERS- *Australia

Australia's accommodation, cafes, and restaurants industry represents more than half of the nation's total tourism and hospitality employment. It accounts for roughly 4.5% of all jobs in Australia (400,000 workers). Since 1987, the number of jobs in the sector has risen from about 257,000 to about 372,000. Approximately 57% of employees are females; about 43% of industry jobs are part time. The majority of enterprises in this sector are small businesses. Employers in this industry spent less on training their employees in 1996 than any other industry. Only 10% of these employers provided training. Employers are less satisfied with vocational education and training (VET) than those in any other industry sector. Within the last 3 years, it has become the fifth largest industry employing apprentices and trainees. Nearly two-thirds of the work force in this sector have no qualifications beyond high school. Almost two-thirds of employers believe there is an adequate supply of VET graduates to meet demand. (An appendix

Brown, Bettina Lankard
Emotional Intelligence: Keeping Your Job. Trends and Issues Alert No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Education Work Relationship; Educational Needs; Educational Strategies; Elementary Secondary Education; *Emotional Adjustment; Emotional Development; Emotional Problems; *Employment Level; *Employment Potential; *Interpersonal Competence; Models; Multiple Intelligences; Needs Assessment; Role Playing; Self Disclosure (Individuals); Success; Teaching Methods; Trend Analysis; *Work Environment
IDENTIFIERS- *Emotional Intelligence

Because emotional well-being is increasingly being recognized as a predictor of success in school, family, and work life, many are advocating that emotional intelligence be promoted as early as elementary school. Emotional intelligence involves two competencies important to career success: (1) the ability to recognize personal and others' feelings and emotions; and (2) the ability to use that information to resolve conflicts, solve problems, and improve interactions with others. The academic model that has been embraced by education focuses on cognitive learning or knowledge transfer rather than on the thinking processes that lead to emotional learning and play a big role in career and life success. Educators and organizations alike are recognizing the value of emotional as well as cognitive development and are increasing training for emotional intelligence. Teachers can facilitate learning by modeling the behavior they expect learners to demonstrate in school and/or on the job. Teaching strategies should address different learning styles and incorporate visual, sensory, auditory, and interactive elements such as role playing, group discussions, and simulations. Self-disclosure, in which instructors share personal stories to communicate how they dealt with an emotion, is especially recommended. (An annotated bibliography that contains 16 references constitutes approximately 60% of this document.) (MN)

ED 435 042 CE 079 313

Brown, Bettina Lankard
The Mobile Worker in the Flexible Workplace. Trends and Issues Alert No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Employer Employee Relationship; *Employment Patterns; *Flexible Working Hours; *Job Satisfaction; Productivity; *Temporary Employment; Trend Analysis; *Work Environment

ED 435 061 CG 029 517

Maddi, Salvatore R.
Twenty Years of Hardiness Research and Practice.
PUB DATE- 99
NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Conflict; Coping; Emotional Development; Existentialism; Health; *Holistic Approach; *Mental Health; *Psychological Patterns; Research and Development; Research Methodology; Skill Development; Spirituality; Stress Management; Theory Practice Relationship
IDENTIFIERS- *Hardiness

This paper explains how the hardiness approach has had an impact on psychology and related fields. It states that in this process, the development of the hardiness approach to enhancing performance and health has been facilitated by continual cross-fertilization between theorizing, research, and practice. It first emerged from individual differences research on stress reactions as the attitudes of commitment, control, and challenge. Since then, the impetus of combing research and practice has led to the supplementation of hardy attitudes with hardy skills concerning coping, social interaction, relaxation, nutrition, and physical exercise. Also, the role of and mechanisms whereby hardy attitudes and skills enhance performance and health are better understood. This more comprehensive picture also involves the expansion of the hardiness approach from the individual to the organization level. As we approach the next century, hardiness will be even more useful. (Contains 4 figures and 40 references.) (JDM)

ED 435 062 CG 029 518

Drossman, Ron; Burch, Rick; Gutierrez, Salome R.
Project Breakthru: Precursor of the Spirit for IDEA '97.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Behavior Problems; *Cooperation; Evaluation; Instruction; Models; Paraprofessional School Personnel; Prevention; Program Evaluation; Resources; School Psychologists; Special Education; Teacher Role
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; Tucson Public Schools AZ

This paper describes an innovative educational program called Project Breakthru, which supports the vision of the Individuals with Disabilities Education Act. Aligned with the inclusive philosophy of special education services, this program aims at preventing academic and behavioral problems in children by means of restructuring school resources and fostering collaboration among school personnel. It redefines all service roles within schools, including that of the school psychologist. It links assessment with instruction, establishes collaboration among teachers and support staff, and maximizes school resources. Project Breakthru has been successfully implemented in the Tucson Unified School District (TUSD). Its positive outcomes have led to a marked increase in the number

Comparison between Domain-, Task-, and Problem-Specific Academic Self-Efficacy Judgments: Their Generality and Predictive Utility for Immediate and Delayed Academic Performances.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Context Effect; Evaluation Methods; Foreign Countries; *Generalization; High School Freshmen; High Schools; *Measurement Techniques; Measures (Individuals); Performance Based Assessment; Research Methodology; *Self Efficacy
IDENTIFIERS- Confirmatory Factor Analysis; *Domain Knowledge; Motivated Strategies for Learning Questionnaire; South Korea; *Task Orientation

Academic self-efficacy beliefs of 204 Korean high school freshmen were solicited in Korean, English, and math by using (a) specific problems, (b) task descriptions, and (c) general statements referring to each domain. Regardless of the assessment specificity, self-efficacy judgments demonstrated certain degrees of generality. Cross-domain correlations were stronger with problem- and task-specific self-efficacy beliefs than with domain-specific perceptions. Magnitude of within-domain correlations between any two self-efficacy measures decreased as the difference in their measurement levels increased. Problem- and task-specific assessments seemed to instigate fairly equivalent competence appraisals, whereas domain-level measures entailed somewhat idiosyncratic estimation. Though not definitive, some evidence of the need for specificity correspondence and temporal proximity between self-efficacy and performance evaluation was found. Task-specific efficacy beliefs proved more useful compared with the other two self-efficacy measures in predicting temporally distant performances. (Contains 39 references, 4 tables, 3 figures, and 2 appendixes.) (Author)

ED 435 081 CE 029 550

Hudson, Lisa; Hurst, David
Students Who Prepare for College and a Vocation. Issue Brief.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Career Choice; *College Preparation; *Course Selection (Students); Curriculum; *Educational Opportunities; Employment Opportunities; *High School Students; High Schools; Higher Education; Vocational Aptitude; *Vocational Education; Vocational Evaluation
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

High schools have traditionally focused on preparing students for entry-level jobs or for postsecondary education. Recently, federal legislation (e.g., 1990 and 1998 Perkins Acts) has encouraged a more integrated approach for all students, one that maintains college entry as a viable option while also providing a stronger foundation in work skills and applications. The percentage of high school graduates who complete both a vocational concentration and a college

de Vos, Gail; Altmann, Anna E.
New Tales for Old: Folktales as Literary Fictions for Young Adults.
PUB DATE- 99
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Adolescents; Class Activities; *Fairy Tales; *Folk Culture; *Oral Tradition; Reading Materials; Secondary Education

Focusing on reworkings of tales from the European oral folk tradition, this book shows educators how to use these tales effectively in the high school and middle school curriculum. The first chapter of the book, "Folktales and Literary Fictions" looks at the nature of folktales, their place in contemporary North American culture, and the characteristics of these tales that make them appealing to adolescent readers. The following chapters each focus on a particular tale--"Cinderella," "The Frog King or Iron Henry," "Hansel and Gretel," "Little Red Riding Hood," "Rapunzel," "Rumpelstiltskin," "Sleeping Beauty," and "Snow White")--giving the tale type and its motifs, a synopsis of the tale, an overview of critical interpretations of the tale, and a summary and discussion of each reworking. Suggestions for teachers and librarians working with young adults come at the end of each chapter. (Each chapter contains references. Includes author/illustrator, motif, tale, and title indexes.) (RS)

ED 435 102   CS 216 924

McCarrier, Andrea; Pinnell, Gay Su; Fountas, Irene C.
Interactive Writing: How Language & Literacy Come Together, K-2.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; *Childrens Literature; Childrens Writing; Classroom Techniques; Early Childhood Education; Expository Writing; Professional Development; Spelling; Teacher Student Relationship; *Writing Instruction; Writing Processes
IDENTIFIERS- Beginning Writing; *Interactive Writing; Phonemic Awareness

Focusing on the early phases of writing and having special relevance to prekindergarten through grade 2 teachers, this book shows how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers. Skill building includes: letter formation, letter names, phonemic awareness, spelling, high-frequency words, concepts about print, early reading, and organizing and composing narrative and expository text. The book features practical advice, suggestions for using children's literature and art in the writing program, examples of children's writing, suggestions for helping children learn to write and read expository text, suggestions for professional development, and specific steps for getting started day by day. Chapters in the book are: (1) What Is Interactive Writing? (2) Language and Literacy Learning: The Role of Interactive Writing; (3)

Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Sex Bias; #Sex Discrimination
IDENTIFIERS- Africa; #Gender Issues; Latin America

This paper compares and contrasts educational and gender experiences in Latin America and Africa. It provides a brief background for each area and addresses some commonly recognized issues, such as access to schooling and dropping out. The article discusses educational policies and examines some less-commonly recognized issues in higher education, literacy, and the gendered nature of the teaching force. It describes how education is a social equalizer, and it provides an overview of the state response to education. In contrasting Latin America and Africa, it shows how economic constraints, social exclusion, and the need to respond to global forces have shaped each area. It states that the longer history of nations in Latin America, as compared to Africa, has resulted in higher levels of educational attainment but has not resulted in a society more conscious of social and gender equity. Although education is perceived as important for employment, it is differentially possessed by the poor and the non-poor. Educational problems regarding gender exist in both regions, and access is far from sufficient to provide a transformative education. Although basic education is promoted for girls, social mobility in Latin America today is associated with a completed secondary and higher education. (Contains 11 references.) (RJM)

ED 435 122 EA 030 096

Stromquist, Nelly P.
What Poverty Does to Girls' Education: The Intersection of Class, Gender, and Ethnicity in Latin America.
PUB DATE- 99
NOTE- 25p.; Paper presented as the keynote speech at the Oxford International Conference on Education and Development (Oxford, England, United Kingdom, September 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- #Educational Discrimination; #Educational Opportunities; Educational Policy; Elementary Secondary Education; Foreign Countries; #Poverty; Sex Bias; #Sex Discrimination; Social Attitudes; #Womens Education
IDENTIFIERS- #Latin America

This essay examines poverty in Latin America and its effect on education. It focuses on sexual bias and emphasizes that poverty is inherent in the social and economic structure of the region. The text examines how states in Latin America view the role of education, and it describes the growing chasm between the poor and the gentrified in various countries. It explores the key features of poverty and examines the relationship between poverty and schooling, poor families and schooling, teachers and poor children, and poverty and women, especially the myriad ways that poverty and stereotypes restrict opportunities open to women. The essay discusses the role of governmental policies in poverty and how gender in public policy is becoming an increasingly accepted configuration. The difficulties in enacting educational policies due to entrenched sex stereotypes and the resultant political action fomented by civil society are both described. The essay concludes that poverty is endemic in Latin America and affects a large segment of the population. Furthermore, gender bias in schooling slows tasks are aligned to multiple intelligences. The text advocates the use of multiple assessments to give parents a holistic picture of their children's learning. Three appendices offer templates and further information. (Contains an index and 41 references.) (RJM)

ED 435 142 EA 030 127

A Provider's Guide to Transporting Students with Disabilities in Minnesota.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; School Buses; *Special Education; *Special Needs Students; *Student Transportation
IDENTIFIERS- *Minnesota; Transportation Supervisors

This guide was designed as a reference for school administrators in special education and transportation to help them in arranging for and providing special transportation for students with disabilities. The guide has four chapters that examine: (1) questions often asked about a school district's responsibility for special transportation; (2) situations where education or transportation variables sometime obscure clear understanding of school-district responsibility for providing the education program or special transportation; (3) funding of special transportation, including a variety of examples; and (4) resource personnel who can be contacted within the Minnesota Department of Children, Families and Learning, or the Department of Public Safety. Some of the topics addressed include helping students on and off the bus, length of time on the bus, revocation of bus privileges, day care, use of parent's personal vehicle, selecting special bus equipment, modifying vehicles with federal funds, age limit of school buses, wheelchair orientation and tie-downs, and public transportation. Other topics include early childhood concerns, homeless students, transition programs, care and treatment, charter schools, Minnesota Academies, nonpublic schools, eligibility for aid, reporting examples, vehicle inspections, special-education program compliance, and transportation safety. A glossary of terms, titles, and acronyms appears at the end of the guide. (RJM)

ED 435 143 EC 307 155

TECH-NJ: Technology, Educators, & CHildren with Disabilities--New Jersey, 1996-1998.
PUB DATE- 98
NOTE- 127p.; Journal published sporadically, i.e.: three times in 1996, once in 1997, and twice in 1998.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Augmentative and Alternative Communication; *Communication Aids (for Disabled);

concerning Individualized Education Programs (IEPs) as contained in the Individuals with Disabilities Education Act Amendments of 1997 and Appendix A to Part 300: Notice of Interpretation, issued by the Department of Education, Office of Special Education and Rehabilitation Services, to provide additional clarification of the Federal regulations. Appendix A refers frequently to the Federal regulations as the basis for answering questions about IEPs. To allow readers to see precisely what the regulations say, this paper provides the verbatim text of the regulations regarding IEPs. Issues addressed in Appendix A and the Federal regulations include: (1) involvement of children with disabilities in the general curriculum; (2) involvement of parents and students; (3) preparation of students with disabilities for employment and other post-school experiences; (4) the deadline for IEP development; (5) responsibility for ensuring the development of the IEP for children with disabilities served by a public agency other than a local education agency; (6) IEP meetings; (7) the IEP team; (8) review and revision of the IEP; (9) content of the IEP; and (10) private school placement by public agencies. (CR)

ED 435 162   EC 307 494

Kupper, Lisa, Ed.
Interventions for Chronic Behavior Problems. NICHCY Research Brief. RB1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 10p.; "This Research Brief is a synthesis of information presented in Project FORUM's 'Interim Alternative Educational Settings: Related Research and Program Considerations' (Bear, 1999)." See ED 427 483.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Antisocial Behavior; Behavior Change; *Behavior Disorders; *Behavior Modification; *Classroom Techniques; Cultural Awareness; Early Intervention; Educational Environment; Elementary Secondary Education; Generalization; *Intervention; Parent Participation; Policy Formation; Positive Reinforcement; *Prevention; Program Effectiveness; Program Evaluation; Student Placement

This paper is designed to help educators understand research findings on promising interventions for students with a history of behavior problems. It reviews programs for preventing such problems from recurring among children and adolescents with chronic antisocial behavior. Findings from the review indicate: (1) assessment of the student's behavior must be linked with interventions that follow the student through different placements; (2) multiple interventions are necessary for improving the behavior of most students; (3) interventions must address not only the problem behavior but a constellation of related behaviors and contributing factors; (4) interventions must be sustained and include specific plans for promoting maintenance over time and generalization; (5) a combination of proactive, corrective, and instructive classroom management strategies is needed; (6) interventions must be developmentally appropriate and address strengths and weaknesses of the individual student and the student's environment; (7) parent

Christian, Donna
Applied Linguistics in 2000 and Beyond.
PUB DATE- 99
NOTE- 12p.; Remarks presented at the Annual Meeting of the Linguistic Society of America (Los Angeles, CA, January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; *Business Communication; Educational Innovation; Educational Policy; *Educational Trends; Futures (of Society); *Interdisciplinary Approach; *Language Planning; Language Research; Language Role; Language Tests; Public Policy; *Second Language Instruction; Testing; Trend Analysis

Ways in which the field of applied linguistics is evolving in the changing global context are examined. After a brief review of the field's history in the late twentieth century, and of the development of a number of related professional organizations, the emergence of applied linguistics as an interdisciplinary endeavor is discussed. Major areas of current interest are also explored, including innovative language education and assessment, the crafting of sensible approaches to linguistic diversity, policy and planning in language-related contexts, and language issues in business and the workplace. A look at future directions in applied linguistics focuses on the changing demographic, economic, and technological conditions with implications for work within the field. Contains 14 references. (MSE)

ED 435 184 FL 026 036

De Avila, Edward
Setting Expected Gains for Non and Limited English Proficient Students. NCBE Resource Collection Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Objectives; Elementary Secondary Education; *English (Second Language); *Language Proficiency; Language Tests; *Limited English Speaking; Teaching Methods; Testing

Programs designed to improve the language proficiency of limited-English-proficient (LEP) students have had mixed results. Much confusion has arisen from variable approaches to what can be expected of the programs. Recently, "expected gain" has become an important concept in documenting the educational development of LEP students, requiring analysis of the relationship between quality of instruction and measurable student outcomes. Key factors in this concept include: assessment outcomes; the setting of reasonable individual expectations and sensitivity to growth; and the effectiveness of instructional practices and programs. Psychological and pedagogical implications follow from each of these factors. A discussion of "expected gain" looks at research on the relationship between LEP student gains in language proficiency and probability of academic success in understandable. Contains 10 references. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 205 FL 801 332

Beyond the 100 Questions: An Annotated Bibliography of Citizenship and Civic Participation Resources.
SPONS. AGENCY- North Carolina Community Coll. System, Raleigh.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Citizenship Education; *Citizenship Responsibility; Educational Resources; *Immigrants; *Information Sources; Instructional Materials; Public Agencies; Reference Materials; United States Government (Course); World Wide Web

The annotated bibliography lists teaching, study, and reference resources and organizations of use to teachers and students of United States citizenship courses. Sections are organized by: resources for teachers; resources for students; works concerning civic participation; United States history; and videos, Web sites, and agencies. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 206 FL 801 335

Crossroads Cafe English Learning Program: Reflecting a New Approach to Teaching English.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Course Content; Educational Strategies; Educational Trends; *English (Second Language); *Instructional Materials; *Labor Force Development; Multimedia Instruction; Professional Development; Program Descriptions; Program Design; Second Language Instruction; Teaching Methods; Videotape Recordings
IDENTIFIERS- Florida

This issue of a newsletter designed to promote human resources development among adolescents and adults in Florida is devoted to a description and assessment of "Crossroads Cafe," a series of multimedia materials for English-as-a-Second-Language (ESL) instruction. Trends in language teaching methodology since the 1960s are first reviewed, and principles underlying current trends are examined. Insights gained from research in adult education are also discussed briefly. Ways in which the "Crossroads Cafe" program reflects this newer knowledge, and ways in which the "Crossroads Cafe" approach addresses workforce readiness skills, are summarized. Workshops for teachers on the use of the materials are described. (Contains 15 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 435 207 FL 801 336

Practitioner Research Briefs, 1998-1999 Report Series.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 99

obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in education for public institutions was 7.3 percent lower than the average salary for faculty in all major fields in 1995-1996 and 3.7 percent lower than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary in education for private institutions was 12.1 percent lower than the average salary for faculty in all major fields in 1995-1996 and 13.5 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, education faculty in public and private institutions received average annual salary increases of 2.3 percent and 1.1 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 228 HE 032 446

Howe, Richard D.
Salary-Trend Study of Faculty in Education Administration and Supervision for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Educational Administration; Higher Education; Intellectual Disciplines; *Private Colleges; Promotion (Occupational); *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This study examined salary data for 1,806 college faculty in the field of education administration and supervision for both public and private institutions for the years 1995-1996 and 1998-1999. The study reflects data obtained from the 279 public and 386 private institutions that participated in both study years. The study found that the average faculty salary in education administration and supervision for public institutions was 4.3 percent higher than the average salary for faculty in all major fields in 1995-1996 and 3.0 percent higher than the average salary for faculty in all major fields in 1998-1999. It also found that the average faculty salary for private institutions was 0.8 percent lower than the average salary for faculty in all major fields in 1995-1996 and 6.1 percent lower than the average salary for faculty in all major fields in 1998-1999. For the study period, faculty in public and private institutions received average annual salary increases of 0.6 percent and 0.06 percent, respectively, above the cost of living (as reflected by the Consumer Price Index). Three appendixes provide a list of disciplines and participating institutions. (MDM)

ED 435 229 HE 032 447

Howe, Richard D.
Salary-Trend Study of Faculty in Engineering, General for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

1998-99, these averages were, respectively, 4.9 percent and 2.6 percent lower than those for all ranks. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 249 HE 032 467

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Therapy for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Physical Therapists; *Physical Therapy; *Private Colleges; Professional Education; *Public Colleges; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 882 physical therapy faculty, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year colleges and universities. Data for the baseline year 1995-96 and the trend year 1998-99 were collected for full-time teaching faculty in 53 selected academic disciplines from 279 public and 386 private institutions. The first section of the report defines the methodology and terms used; this is followed by a data page listing average salaries for both public and private participating institutions by faculty rank (including a new assistant professor rank), faculty mix percent, and salary factors. A concluding section compares salary trend information for both public and private institutions for the 2 study years with trend information for all fields and with the Consumer Price Index. It notes that, for both public and private institutions, average physical therapy faculty salaries in 1995-96 were about 1.0 percent below those for all ranks in all major fields; in 1998-99, salaries in public institutions were 0.02 below the average, while those in private institutions were 5.0 percent lower than the average in all fields. Appended is a list of the 53 selected academic disciplines, as well as lists of the participating public and private colleges. (CH)

ED 435 250 HE 032 468

Howe, Richard D.
Salary-Trend Study of Faculty in Physics for the Years 1995-96 and 1998-99.
PUB DATE- 99
NOTE- 19p.; For other salary-trend studies for 1995-96 and 1998-99, see HE 032 427-479.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physics; *Private Colleges; *Public Colleges; *Science Teachers; Statistical Data; *Teacher Salaries; Trend Analysis
IDENTIFIERS- *Classification of Instructional Programs

This report, covering 6,063 physics faculty, is part of an annual national survey of faculty salaries. The survey is in two parts: one covering public and one covering private four-year

(141)
DESCRIPTORS- *College Bound Students; *Disadvantaged Youth; Higher Education; *Low Income Groups; Partnerships in Education; *Private Colleges; Program Development; *School Community Relationship; Student Educational Objectives

This report presents principles and practices associated with establishing and maintaining effective community-based partnerships. Since 1993 a total of 25 private colleges and universities and nearly 30 community groups have participated in the College/Community Partnership Program, an effort to encourage private colleges and community groups to collaborate in encouraging and preparing students in low-income communities to attend college or other postsecondary institutions. These partnerships serve over 1,400 youth between grades 4 and 12. This report identifies more than 40 principles and practices associated with establishing and maintaining effective community-based partnerships. The report, which is the product of external evaluations, site visits, and focus groups, is divided into three sections: The first provides an overview of the historical and national context in which the program operates. The second section identifies organizational strategies for developing academic support programs; for effectively serving the students in the program; for involving the community; and for sustaining the partnerships. The third section offers recommendations for policymakers based on the principles and practices presented. An appendix describes 16 of the partnerships developed under the program. (DB)

ED 435 271 HE 032 489

Wolcott, Linda L.
Assessing Faculty Beliefs about Rewards and Incentives in Distance Education: Pilot Study Results.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Beliefs; *College Faculty; *Distance Education; Faculty Promotion; Higher Education; Incentives; Motivation; *Rewards; *Teacher Attitudes; Tenure; Values

This study examines the relationship between distance education and institutional reward structures. The study sought to develop a scale to assess beliefs of college faculty about rewards and incentives in distance education, based on the hypothesis that faculty perceptions cluster around three factors: locus of motivation, institutional values and commitment, and return on investment. The measure, which was pilot tested with 33 faculty members, consists of 38 items and uses Likert response ranking. Results corroborate previous findings that faculty are highly motivated to participate in distance education by intrinsic rewards, although respondents also felt that faculty participated in distance education to earn more money. Results suggest that the department chairperson plays a pivotal role in faculty rewards for distance education, but that distance education provides a questionable return on investment, especially with respect to tenure and promotion. Seven data tables summarize results of the scale items. (Contains 14 references.) (DB)

Streets Act of 1968. (DB)

ED 435 293 HE 032 511

Eckel, Peter; Hill, Barbara; Green, Madeleine
En Route to Transformation. On Change: An Occasional Paper Series of the ACE Project on Leadership and Institutional Transformation.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 19p.; For another On Change paper, see HE 032 512.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Definitions; *Educational Change; Higher Education; Leadership; *Long Range Planning; Organizational Development; *Strategic Planning
IDENTIFIERS- *American Council on Education

This paper explores transformation and change in American higher education. It begins by examining the debate over the type of change needed in higher education from the radical change suggested by some as necessary for survival to concepts of continual improvement urged by others. A definition of transformational change is offered which differentiates it from other types of institutional change. This definition focuses on changes in institutional culture, the deep and pervasive nature of transformational change, its intentional nature, and its development over time. The paper then examines the experiences of 26 colleges and universities in the American Council on Education (ACE) Project on Leadership and Institutional Transformation by speculating on whether transformation is likely to occur, and by framing relevant questions. It finds that only a few institutions are planning change agendas that exemplify the definition of transformational change, and that, on most campuses, neither leaders nor constituents see a current need for deep or pervasive change. Institutions' change initiatives center on the following ongoing issues: putting learning first, connecting institutions to their communities, and making higher education more cost effective and affordable. A brief description of the ACE project and a list of participating institutions are attached. (Contains 10 references.) (DB)

ED 435 294 HE 032 512

Eckel, Peter; Hill, Barbara; Green, Madeleine; Mallon, Bill
Reports from the Road: Insights on Institutional Change. On Change: An Occasional Paper Series of the ACE Project on Leadership and Institutional Transformation.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 22p.; For another On Change paper, see HE 032 511.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Agents; Change Strategies; Colleges; Higher Education; Institutional Environment; *Leadership; *Long Range Planning; Organizational Development; *Strategic Planning; Universities
IDENTIFIERS- *American Council on Education

This essay reflects on observations made during the four-year American Council on Education (ACE) Project on Leadership and Institutional Transformation, an effort to help 26 diverse

Universities and Land Grant Colleges (NASULGC) member survey concerning the use and support of information technology on the campuses. An introductory section offers background information on the challenges facing NASULGC members in building an advanced infrastructure for information technology (IT), delivering high-quality education, reaching out to communities around the world, and developing more efficient administrative services. Major results of the survey presented and discussed include the following: IT is affecting nearly every area of campus, in education, research, and outreach; member institutions are making sizeable investments in IT; universities use a patchwork of funding sources to finance IT; and institutions are using IT to benefit people beyond the campus. A final section of the report lists details of IT initiatives at member campuses in 39 states, Guam, and the Virgin Islands. The survey questionnaire and a glossary are appended. (MSE)

ED 435 315 HE 032 534

Fiscal Profiles, 1999. The Ninth Annual in a Series of Factsheets about the Financing of California Higher Education.
PUB DATE- 99
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Educational Finance; Elementary Secondary Education; Enrollment Rate; Expenditures; Grants; *Higher Education; Income; Inflation (Economics); Private Colleges; *Public Colleges; *Public Education; *Resource Allocation; *State Aid; State Colleges; State Government; State Surveys; State Universities; Statewide Planning; Student Costs; Student Financial Aid; Tables (Data)
IDENTIFIERS- *California

The report presents data about financing of California postsecondary education for fiscal years 1965-66 through 1999-2000. The report notes that: combined public system enrollment funding increased by over $200 million; resident undergraduate student fee charges were reduced systemwide; the Cal Grant program was expanded by over $21.5 million; and total K-12 spending increased by 6 percent. The introduction to the report includes a summary of changes since the previous report, a list of highlights, and information on the study's methodology and organization. This is followed 98 data profiles that include: state general fund appropriations; total state spending plan; funding per unit of full-time-equivalent enrollment; appropriations for higher education; system expenditure categories; student tuition and fee charges and revenues; state financial aid; capital outlay funds; independent institutions in California and the nation; California public postsecondary education enrollments; price (inflation) indexes; income growth, and system financial support; actual and constant-dollar state-determined funds; Hastings College of the Law and public school support; per capita spending in public education; education funding and enrollments in comparison to state funding and population growth; and national comparative higher education appropriations and expenditures. Appended are a table of cumulative percentage changes, a list of definitions, and notes and sources.(MSE)

ED 435 316 HE 032 535

the regulations and notes the consequences of failure to comply; it also provides information on meeting legal requirements not covered in the Part 86 regulations. Chapter 2 outlines the required content of the written policy (standards of conduct, legal sanctions, health risks, drug and alcohol programs, disciplinary sanctions) and offers several formats that can be used to present the required information. Chapter 3 suggests low-cost methods for distributing policies to students and employees; and chapter 4 discusses the preparation and content of biennial reviews, providing some recent examples. Seven appendixes provide information on the Center for Alcohol and Other Drug Prevention; a compliance checklist; a table listing federal penalties for illegal trafficking and possession of controlled substances; a table listing health risks associated with use of illicit drugs and alcohol; copies of university policy statements on drugs and alcohol; and a table listing effects of drug dependency. (CH)

ED 435 335   HE 032 558

Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory into Practice.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 295p.; For related documents on alcohol and drug prevention, see HE 032 553 and HE 032 555. Some pages contain light type.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Alcohol Abuse; *Alcohol Education; College Environment; College Students; *Compliance (Legal); Discipline; Discipline Policy; Drinking; Educational Research; Federal Regulation; *Higher Education; Institutional Role; Leadership Responsibility; Legal Responsibility; Program Effectiveness; Public Relations; School Security; *Social Behavior; *Student Behavior; Student College Relationship; Student School Relationship; Student Subcultures

This volume contains 6 of the 17 papers written under the auspices of the Approaches to Accountability in Prevention Program sponsored by the Fund for the Improvement of Postsecondary Education (ED) from 1988 through 1991 to foster the development of papers examining theoretical applications of alcohol and other drug (AOD) prevention programs at higher education institutions. It was hoped that these papers would be useful to administrators in planning more responsive AOD programs for students. The papers are: "A Social Role Negotiation Approach to Campus Prevention of Alcohol and Other Drug Problems" (Thomas W. Blume); "The Web of Caring: An Approach to Accountability in Alcohol Policy" (William David Burns and Margaret Klawunn); "An Integrated Theoretical Framework for Individual Responsibility and Institutional Leadership in Preventing Alcohol and Drug Abuse on the College Campus" (Gerardo M. Gonzalez; "A Social Ecology Theory of Alcohol and Drug Use Prevention among College and University Students" (William B. Hansen); "College Student Misperceptions of Alcohol and Other Drug Norms among Peers: Exploring Causes, Consequences, and Implications for Prevention Programs" (H. Wesley Perkins); and "Institutional Factors Influencing the financing, (2) disciplinary issues, (3) diversity, (4) retention, and (5) students' roles in campus innovations and change, although most of the literature is devoted to funding and student discipline. Most of the articles dealing with financing focus on the rising cost of tuition and strategies for paying for a college education; several illustrate the relationship between funding and retention and achievement, and the impact the problem has on minority enrollments. Only a few studies exist of how campuses address financing issues, but the literature on the impact of financial aid on students' access to higher education is growing. The second most frequently cited theme is discipline; articles focus on cheating, alcoholism, abuse in college athletics, and violations of campus code. The prevalence of literature on diversity could reflect student body diversification or a greater acceptance among researchers and practitioners of the importance of diversity; literature in this area abounds with ideas for both practice and research. Research on retention continues to be well represented; researchers have explored how first-year residential experiences, use of health services, use of alcohol, and composition of the faculty by gender and race all affect student attrition rates. (JM)

ED 435 354   HE 032 577

Compensation and Benefits Survey Report, 1999.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Colleges; *Compensation (Remuneration); *Fringe Benefits; Higher Education; Insurance; *Lawyers; Questionnaires; *Salaries
IDENTIFIERS- *National Assn College University Attorneys

The National Association of College and University Attorneys surveyed its members for information about compensation and benefits they receive from their employers. The survey was conducted between December 1998 and February 1999 and elicited responses from 285 principal attorneys who were employed full-time by a university or a state government, or who worked as outside counsel to a university. Salaries of principal attorneys and other legal staff are reported in tables broken out by years of legal experience, fund expenditures, and student enrollment. Characteristics of the attorneys, such as age, legal experience, gender, ethnicity, responsibilities, pay relationship to size of legal staff, are presented in numerous tables throughout the text. Tables also detail employee benefits such as insurance and health care. Also listed are special characteristics, such as size, experience, and billing rates, of firms used by universities for outside counsel, and the characteristics of the participating institutions. The survey questionnaire is appended. (JM)

ED 435 355   HE 032 578

McDonald, Steven J., Ed.
Family Educational Rights and Privacy Act: A Legal Compendium.
PUB DATE- 99
NOTE- 558p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Content Area Reading; *Educational Testing; Higher Education; Reader Text Relationship; *Reading Comprehension; *Reading Material Selection; Reading Tests; School Counseling; *Student Evaluation
IDENTIFIERS- Domain Knowledge; Schema Theory

This paper examines the efficacy of content-general reading tests used to place students into development courses. It argues that the discipline-generic model of comprehension supporting content-general reading tests is challenged by conclusions emerging from studies of schema theory, construction-integration theory, domain-knowledge theory, and expert-novice studies. This paper reviews how each orientation questions the efficacy of the discipline-generic model and proposes that content-specific tests, which measure the reader's ability to comprehend text in particular subject areas, rather than content-general reading tests, should be used in developmental placement. It suggests that content-specific reading assessment can focus on comprehension at the broad domain level (such as literature, science, or social studies), at the narrow domain or discipline level (such as geology or ancient history), or at the topical level (tectonic plates, Punic Wars), and use a wide array of testing options, including fixed-response, constructed-response, or performance items. Two tables present reading passage topics on a variety of different tests. (Contains approximately 40 references.) (JM)

ED 435 375   HE 032 598

Ertmer, Peggy A.; Stepich, Donald A.
Case-Based Instruction in Post-Secondary Education: Developing Students' Problem-Solving Expertise.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Active Learning; *Case Method (Teaching Technique); Case Studies; College Students; Course Evaluation; Curriculum Design; Data Analysis; Higher Education; Individual Development; Learning Strategies; *Problem Solving; Student Development; *Student Evaluation; Thinking Skills

This study was designed to explore changes in students' problem-solving skills as they analyzed instructional design case studies during a semester-long course. Nineteen students at two Midwestern universities analyzed six to ten case studies as part of their course assignments. Both quantitative and qualitative data were collected, with students' written case analyses (initial conceptualizations and recommended solutions) serving as the primary data source. Comparisons were made both within and across students, as well as across time, to examine patterns and changes in students' problem-solving approaches. Findings suggest that students could show expert characteristics at times and under some circumstances, but did not perform like experts on a regular basis. The primary influences on the incidence of expert performance seemed to be more external than internal and might be characterized as "coached expertise." Specific suggestions for supporting the development of students' problem-solving skills within a case-based course are included. (Author/JM)

ED 435 376   HE 032 599

Gil, Ana; Cintron, Zaida

  *Specialization; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Experts; *Ranking; Social Sciences Citation Index

This study tests for correlation between two journal ranking methods--citation rankings and expert opinion surveys. Political science professors from four major universities were asked to rank a list of the 20 most highly cited political science journals. Citation data were taken from the "Social Sciences Citation Index Journal Citation Reports" from 1992-96. In addition, each professor was asked to identify his or her area of specialization. A Pearson's correlation coefficient and a Spearman's rank order correlation coefficient were calculated from the survey data. In addition, the standard deviation for the average ranking of each journal was calculated to show the level of agreement among survey respondents. Each calculation was repeated within each area of specialization. The resulting data did not indicate a statistically significant degree of correlation between citation counts and expert opinion surveys. However, there was some indication that a significant level of agreement did exist within each area of specialization. The results suggest that further research is necessary to determine how much effect specializations have on subjective journal rankings. Appendices include a list of the 20 most frequently cited political science journals, the survey form, data on average rank assigned by survey respondents, and a list of write-in journals. (Contains 19 references.) (Author/MES)

ED 435 397   IR 057 547

Clark, Craig
Defining User Behavior in the Coffee Shop Area of a Super
  Bookstore, a Grounded Theory Approach.
PUB DATE- 99
NOTE- 42p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Behavior Patterns; *Bookstores; Classification;
  Comparative Analysis; Dining Facilities; Library Services;
  Naturalistic Observation; Qualitative Research; *Users
  (Information)
IDENTIFIERS- Grounded Theory

Super bookstores have entered into many communities across the United States, and they have caused library professionals to defend and debate the similarities and differences between the bookstores and libraries. Most of the literature on the topic consists of editorial or opinion articles focusing on the differences in services provided by the two institutions. This paper approaches the issue of library and bookstore competition by developing themes of behavior regarding subjects' actions in the coffee shop area of a super bookstore. Because of the strong opinions that exist regarding comparisons of super bookstores and libraries, this research employed grounded theory, a qualitative approach, to investigate the research question. Unobtrusive observation was used to gather data for 30 individuals using the coffee shop. The observations were broken down into small parts called concepts, which were compared and grouped into categories. The categories were then compiled into a coding sheet so that each observation could be examined according to the categories developed from the initial observations. This process, defined as open coding, allowed themes of behavior to emerge from the data. Five themes of behavior were developed and named by the researcher: (1) the pit stop; (2) the super coffee shop; (3) bookstore enhancement; (4) the study hall; and (5) information gathering. Appendices future WSCH. (UWC)

ED 435 417 JC 990 662

California Community Colleges: The Chancellor's Office Inadequately Controlled Its Economic Development Program and, along with the Department of Education, Circumvented State Contracting Procedures.
PUB DATE- 96
NOTE- 98p.; Some pages may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Evaluation; *Audits (Uerification); *Community Colleges; *Compliance (Legal); *Government School Relationship; Grants; *Program Administration; *Quality Control; State Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This January 1996 audit report reviews the management of the Economic Development Program by the Chancellor's Office of the California Community Colleges and reviews the funding procedures of the Chancellor's Office and the Department of Education relating to the State Plan for Uocational Education. The state auditor found that the Chancellor's Office did not comply with procedures for awarding grants and did not adequately oversee the colleges' compliance with grant requirements. In 1992-93, there was no evidence of a competitive basis to award 33 of 55 grants reviewed, despite procedures calling for competitive awards. The Office did not ensure that community colleges submitted required financial reports, and the colleges did not always spend funds in accordance with grant requirements. Additionally, the Chancellor's Office and the Department of Education circumvented state controls by using fiscal agents to obtain contractor services and submitted erroneous and misleading information to the Department of General services as support for contract approval requests. This audit recommends that the Chancellor's Office comply with the policy of competitive grant processes, monitor and review grant expenditures at the colleges, discontinue use of fiscal agents, and ensure contracts have been approved and amounts paid to contractors is appropriate. The audit also recommends that the Chancellor's Office reimburse the state for the amount of unnecessary costs incurred as a result of inadequate management. (RDG)

ED 435 418 JC 990 664

Adams, Judith
Financial Aid as a Service. A Review of Operations. Summary Report.
PUB DATE- 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Financial Services; *Financial Support; Literature Reviews; *Program Evaluation; *Student Attitudes; *Student Financial Aid; Student School Relationship; Surveys; Two Year Colleges
IDENTIFIERS- *Macomb Community College MI

This review presents a summary of five reports resulting from several studies of Financial Aid Office (FAO) operations at Macomb Community College (MCC) in Michigan designed to determine how services were rendered or perceived. The first

ED 435 436 PS 027 833

Samuelsson, Ingrid Pramling, Ed.
Our World?
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Conservation (Environment); Curriculum Development; *Early Childhood Education; Ecological Factors; *Ecology; *Environment; *Environmental Education; Foreign Countries; Preschool Education; Water; Water Pollution; Water Quality
IDENTIFIERS- Denmark; Earth; *Ecological Perspective; *Environmental Awareness; Finland; Iceland; Nature; Nature Study; Norway; Sweden

Authored by individuals from five Nordic countries, this book focuses on questions about the child's right to live in and learn about an ecologically sustainable world. The first five chapters are theoretical in character, while the final six chapters are derived from work done by early childhood teachers together with children. The goal of the book is to contribute to teacher's knowledge base and also to give some inspiration for new approaches in everyday work with children. Following a brief preface, 11 individual essays are presented: (1) "Wondering--Understanding--Change" (Stefan Edman); (2) "Rio, Iceland and the Child--Environmental Issues and Education in Iceland" (Thor Jakobsson); (3) "Can Children Learning To Protect the Natural Environment, Profit from the Wisdom of Indigenous Peoples?" (Per-Olav Tiller); (4) "Environmental Co-Operation between Children, Adults and Authorities" (Kaija Kess); (5) "This Is, After All, The Water Planet!" (Anne Lea and Inger Hilmo); (6) "Water--Environmental Education for Preschool Children" (Hrafnhildur Sigurdardottir); (7) "The Best Way for the Child To Learn Is by Doing" (Paivi Romppainen); (8) "Learning about Different Aspects of the World Around Us in a Theme of Nature" (Ingrid Pramling Samuelsson and Ann-Charlotte Mardsjo); (9) "Making Children Aware of the Wonders of Nature" (Liselotte Johansson); (10) "You Have To Act To Make Changes" (Erik Thalling); and (11) "Children and Fire" (Karen Uilien). (SD)

ED 435 437 PS 027 836

Morgan, Harry
The Imagination of Early Childhood Education.
PUB DATE- 99
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - General (140)
DESCRIPTORS- Child Development; *Early Childhood Education; Educational Change; *Educational History; *Educational Philosophy; Educational Practices; Educational Principles; Kindergarten; Montessori Method; Nursery Schools; Preschool Curriculum; Theories; Trend Analysis
IDENTIFIERS- Erikson (Erik); Froebel (Friedrich); *Historical Background; Montessori Preschools; Piaget (Jean); Skinner (B F); Vygotsky (Lev S)

This book examines historical features from antiquity through present times that are important to early childhood scholars. Chapter 1 presents the history of education, including

The 1997 Utah Legislature mandated the development and administration of assessment of students' early reading and numeric skills so that these students' instructional needs might be better met. This document provides answers to several questions regarding Utah's pre-kindergarten and end-of-level kindergarten assessments. The questions include the following: (1) What are the Utah pre-kindergarten and end-of-level kindergarten assessments? (2) What are the security requirements? (3) What is the legal basis for these assessments? (4) What instruments are used for this program? (5) Does the pre-kindergarten assessment have to replace the assessment(s) the district has been using? (6) When are the assessments to be administered? (7) When and how should a child be exempted from taking these assessments? (8) What accommodations (other than primary language issues) are allowed for these assessments? (9) What is the role of parents in helping students acquire reading skills? (10) What constitutes the student's first Student Education Plan? (11) What is the district's obligation to commit Title I funds to assist in developing children's literacy skills? (12) What is the value of assessing kindergartners? (13) What are districts' and local boards' responsibilities in reviewing and using information provided by the assessments? and (14) Who is responsible for the assessments at the district level? (KB)

ED 435 456 PS 028 002

Anderson, Susan
The Literacy Assessment Portfolio.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; *Kindergarten; *Literacy; Measurement Techniques; Measures (Individuals); Performance Based Assessment; *Primary Education; *Student Evaluation; Young Children
IDENTIFIERS- Class Size Early Intervention Program (Iowa)

The Class Size/Early Intervention Program in Iowa includes documentation of successful early literacy development as a component of a program to support maximum success for young children. This document is designed to support educators in identifying literacy assessment tools for kindergarten through third grade in Iowa public schools. The specific instruments detailed in this document were identified by the Iowa DE/AEA Early Childhood Network. Included in the portfolio are: (1) definitions for the criteria used to evaluate assessment instruments; (2) a grid of several diagnostic assessment instruments that met the criteria used by the Early Childhood Network to identify appropriate early childhood diagnostic literacy assessments; (3) a blank grid for use in evaluating other instruments; (4) a descriptive profile of each of the diagnostic assessment instruments that met the criteria for appropriate early childhood literacy assessments; (5) a synthesis of the research on literacy development in young children; (6) a synthesis of the research on assessment of young children; and (7) a document describing the Class Size/Early Intervention Program. (KB)

ED 435 457 PS 028 003

funds; (2) designing and implementing the prekindergarten initiative; (3) resolving tensions with Head Start programs and integrating for-profit child care providers; (4) expanding the program to cover all 4 year olds; (5) political controversies and the creation of an Office of School Readiness; (6) shifts in the program; (7) program evaluation results; and (8) the program's future. Lessons for other states are discussed in the following areas: (1) tradeoffs in offering prekindergarten services to all families; (2) state lotteries as a funding mechanism; (3) the need for powerful, consistent leadership; (4) understanding and protecting the fragile ecology of early childhood programs; (5) challenges in integrating private providers; (6) the complexity of dynamics among federal, state, and local government; (7) the need for constant attention to program quality; and (8) challenges in creating a prekindergarten infrastructure. The report's three appendices include information on approved prekindergarten curriculum models and funding levels. (Contains 68 references.) (KB)

ED 435 474 PS 028 053

Katz, Lilian G.
Balancing Constructivist and Instructivist Curriculum Goals in Early Childhood Education.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); Curriculum Design; Curriculum Development; Curriculum Research; Developmentally Appropriate Practices; *Educational Objectives; Educational Strategies; Instruction; *Instructional Design; *Intellectual Development; *Preschool Curriculum; Teaching Methods
IDENTIFIERS- Goal Analysis; Goal Development; Instructional Models; *Instructional Theory

The field of early childhood education has long been marked by intense controversy concerning appropriate curriculum and teaching methods and goals. This paper explores some implications of the traditional dichotomies of the field and suggests that while there are many reasons to resist the side that advocates formal academic instruction, it does not necessarily follow that what is offered to children in non-academic programs sufficiently addresses their intellectual development. In particular, it is asserted that common confusion between academic and intellectual goals often leads to the neglect of the basic intellectual dispositions of young children, all of which must be strengthened and supported in the early years. An example of a project conducted with young children that addresses all the major goals of early education is appended. (Contains 33 references.) (Author/KB)

ED 435 475 PS 028 057

Black, Cheryl; Seeman, Jacquelyn; Trobaugh, Linda
Using Children's Literature To Increase Prosocial Behaviors in the Early Years.
PUB DATE- 99
NOTE- 66p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Children; Federal Programs; Lobbying; *Low Income Groups; State Federal Aid; State Programs; *Unemployment Insurance
IDENTIFIERS- Advocacy Planning; *Welfare Reform

Unemployment insurance is a cooperative federal and state program that provides temporary, partial wage replacement to formerly employed people who lose their jobs through no fault of their own. This issue brief discusses the program and its importance as an approach to ameliorate the effects of welfare reform on struggling families. The brief describes the program and argues that it needs reforms in the welfare reform era. The brief details features of unemployment insurance programs that hurt low income families, including the dependence of eligibility on labor force attachment, involuntary job loss, and the unemployed person's availability for full time work. Also identified are opportunities and barriers to changing the program to better meet family needs and the use of creative funding strategies in state programs. A table delineates the states providing unemployment insurance coverage for voluntary terminations caused by domestic circumstances and for dependent allowances. The brief concludes by noting that the need to move unemployment insurance to the child advocate's agenda is clear and that, through coalitions with organized labor and dialogue with business-related organizations, child advocates can urge state legislatures to make needed reforms to the unemployment insurance program. (Contains approximately 30 references.) (KB)

ED 435 493 PS 028 083

Checkoway, Amy
Ensuring Children's Access to Comprehensive Health Benefits: Effective Arguments for Child Advocates. Issue Brief.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Health; *Children; *Cost Effectiveness; Cost Estimates; *Health Insurance; Program Effectiveness
IDENTIFIERS- *Access to Health Care; *Access to Services; Childrens Health Insurance Program

Under Title XXI, the State Children's Health Insurance Program (CHIP), states have considerable flexibility to define the scope of benefits available to eligible children. Noting the importance of policymakers, advocates, service providers, and parents speaking out in support of children's need for the full range of necessary health care, this issue brief provides supporting information to use in encouraging states to offer comprehensive benefit packages. The brief focuses on the services considered to be "additional" or "other" in Title XXI: (1) mental health and substance abuse services; (2) ongoing therapies and rehabilitation; (3) dental care; (4) vision services; (5) hearing services; (6) family planning; and (7) home health care. Depending on the extent of the research available on specific services, the following types of information are provided: (1) the short- and long-term effectiveness of services; (2) cost-benefit analyses of providing services; and (3) actuarial cost estimates of adding services to basic benefit packages. Also included in the brief is a delineation of the Title XXI coverage requirements for children's health insurance. The brief concludes by noting that it is critical that states designing separate children's health coverage go above and beyond the basic benefits that are required and that providing such coverage improves children's lives, avoids the needs for more costly interventions later, and is the right approach to ensure access to appropriate health care for the nation's children. (Contains approximately 30 references.) (KB)

ED 435 494   PS 028 084

Feeley, Theresa J.; Stein, Deborah L.
Stretching the Limits: How States Are Using Welfare Flexibility To Support Children. Issue Brief.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Program Descriptions; Public Policy; *State Programs; *Welfare Recipients
IDENTIFIERS- State Policy; *Welfare Reform; Welfare to Work Programs

While the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 included many provision of concern to child advocates, the Act also gave states increased flexibility to design welfare programs in ways that support children, or that ameliorate some of the harshest provisions of the Act. This issue brief describes innovative policies some states have adopted that protect and support poor children and their families. State innovations are presented in seven areas: (1) supporting children when federal benefits are unavailable; (2) ensuring that eligible children retain benefits; (3) supporting children as parents begin to work; (4) expanding alternative income supports; (5) supporting all low income children; (6) helping working families move up the career ladder; and (7) monitoring the status of families. The brief concludes that state family-friendly policies are too rare, and that since the passage of welfare reform, more children are living in extreme poverty. Policies and programs addressing the needs of children should not be innovative, but routine. Contains contact information for some states. (KB)

ED 435 495   PS 028 085

Freeley, Theresa J.; Brady, Sheri A.
Beyond Declining Caseloads: Advocates' Tools for Monitoring Welfare Reform. Issue Brief.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *American Indians; *College Admission; Cultural Awareness; *Culturally Relevant Education; Educational Environment; Higher Education; Minority Groups; *School Holding Power; *Student Recruitment
IDENTIFIERS- Native Americans; *Student Support Services

This paper describes issues involved in increasing the number of Native American students in higher education, with a specific focus on psychology and rehabilitation training programs. The paper also describes many specific strategies for use by colleges and universities to recruit, retain, and graduate Native American students. Three sections cover strategies to improve recruitment, strategies to improve retention, and model programs and best practices. Recruitment geared towards minorities is different from the recruitment of Anglo students. Strategies include tailoring the admissions process to fit the needs of Native American culture, addressing bias in admission standards, beginning recruitment early, making recruiters aware of minority issues, advertising culturally appropriate programs and support services, and involving Native communities in recruitment efforts. While recruiting minority students can be a challenge, retaining them in school can be even more difficult for institutions. Students face four main potential barriers that affect retention: financial need, the environment of the institution, student characteristics, and academic support. Many specific examples of programs that can aid in the retention of minority students are described. The section on model programs and best practices suggests that rather than reinvent the wheel, models that have been used previously and have reported positive outcomes can be replicated. Programs that have been implemented in North Dakota, California, New York, Arizona, Florida, and Ohio are highlighted. (Contains 34 references.) (CDS)

ED 435 515   RC 022 123

People and the Arctic: A Prospectus for Research on the Human Dimensions of the Arctic System (HARC) for the National Science Foundation Arctic System Science Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; Area Studies; Community Involvement; *Ecology; Elementary Secondary Education; *Environmental Influences; *Environmental Research; Foreign Countries; Global Approach; Global Warming; *Human Geography; *Indigenous Populations; Interdisciplinary Approach; Participatory Research; Research Proposals; Science Education
IDENTIFIERS- *Arctic; Indigenous Knowledge Systems; Researcher Subject Relationship

The U.S. Global Change Research Program was established in 1990 to develop scientific projections of anticipated impacts of the changing biosphere on humans and social systems. As part of this program, the National Science Foundation created the Arctic System Science Program (ARCSS). This document describes the ARCSS Human Dimensions of the Arctic System (HARC) initiative to consider how humans interact with physical and biological environmental change in the Arctic. HARC cuts across

PUB DATE- 99
NOTE- 93p.; Illustrated by Rosemary Giefried.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Elementary Education; *Environmental Education; *Forestry; Natural Resources; *Science Activities; Teaching Guides; Trees; Wildlife Management

This teacher's guide explores forest diversity, from learning about different kind of trees to understanding how the layers in a forest provide habitat for all kinds of animals and insects. Each chapter offers useful introductory material and clear objectives, followed by fun activities that encourage exploration while teaching important skills. Chapters include: (1) "What is a Forest?"; (2) "What Kind of Forest?"; (3) "Learning to Identify Trees"; (4) "Layers in the Forest"; (5) "Sun and Shade in the Forest"; (6) "Wind, Water and Soil in the Forest"; (7) "Baby Trees, Big Trees, Dead Trees"; (8) "Ways of Harvesting and Forest Issues"; (9) "Boards, Furniture, Paper and Even Violins"; (10) "Seeing Wildlife"; (11) "Reading the Secret Stories Told by Animal 'Signs'"; (12) "Owls"; (13) "Deer and Moose"; (14) "Bears"; and (15) "Now What is a Forest?" (CCM)

ED 435 534   SE 062 891

Georges, Annie
Keeping What We've Got: The Impact of Financial Aid on Minority Retention in Engineering.
SPONS. AGENCY- DuPont, Wilmington, DE.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Colleges; *Engineering Education; Enrollment; *Federal Aid; Higher Education; Institutions; *Minority Groups; *School Holding Power

This paper evaluates the performance of engineering institutions in graduating minority freshmen. The four indices identified include: (1) the total number and proportion of minority graduates; (2) the proportion of full-time minority freshmen who earned a bachelor's degree in engineering; (3) the retention rate of minorities relative to the retention rate of nonminorities; and (4) the total number and proportion of entering full-time minority freshmen. Findings indicate that financial aid awards may be the key variables to consider at the policy level to improve the minority retention rate in engineering across all institutions. (CCM)

ED 435 535   SE 062 924

Mathematics Kindergarten Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 925-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Evaluation Criteria; Evaluation

documents; (2) a list of documents with their specific archival reference numbers and a brief synopsis of their historical significance to the unit's theme; (3) 15 separate classroom activities; and (4) an issue of "Cobblestone" magazine related to the subject matter of this study. The unit helps students develop knowledge of social studies content and improve their skill at understanding such information by introducing them to historical documents. This concrete approach used for the unit helps to advance higher level thinking and allows students to experience and practice the following: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of documents; comparing evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. A list of additional diverse resources both for students and teachers concludes the unit. (BT)

ED 435 562 SO 029 632

West, Jean M., Ed.
The Civil War: A Survey. Featuring Original Documents from the National Archives and Records Administration. Volume 6. Teaching with Primary Sources Series.
PUB DATE- 96
NOTE- 165p.; Themes in the Teaching with Primary Sources Series are published semi-annually.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Civil War (United States); Instructional Effectiveness; Intermediate Grades; *Primary Sources; Secondary Education; Social Studies; Thematic Approach; Thinking Skills; United States History; Units of Study
IDENTIFIERS- Historical Materials; National Archives and Records Administration; *Regionalism

This unit of study (for grades 5-8 and up) about the U.S. Civil War features original documents from the National Archives and Records Administration. All the records used in the unit reflect the actions of the federal government or citizens' responses to these actions. These records were selected for their historical value, their legibility and clarity, and their appeal to students. The unit provides a list of 42 historical documents. Classroom activities are divided into 30 lessons, listed under the following headings: (1) "Introductory Exercises"; (2) "Toward the Civil War"; (3) "The Civil War"; and (4) "Reconstruction." The rationale for using primary sources in instructional units such as this one is that students, by personally connecting with the past, research more deeply, learn more intensely, retain what they have learned, and appreciate the inconsistencies, gaps, and human complexities with which professional historians grapple. The unit's primary sources advance students' knowledge of core documents and images in history and develop their higher-level thinking skills, which include the following: extracting information; separating fact from opinion; classifying information; developing and testing hypotheses; identifying contradictions and gaps in information and recognizing limitations in the historical record; interpreting and revising interpretations when warranted by the introduction of new information; weighing generalizations; comparing and

Implications" (Judith Burton; Robert Horowitz; Hal Abeles); (4) "Chicago Arts Partnerships in Education: Summary Evaluation" (James S. Catterall; Lynn Waldorf); (5) "Artistic Talent Development for Urban Youth: The Promise and the Challenge" (Barry Oreck; Susan Baum; Heather McCartney); (6) "'Stand and Unfold Yourself,' A Monograph on the Shakespeare & Company Research Study" (Steve Seidel); and (7) "Why the Arts Matter in Education, or Just What Do Children Learn When They Create an Opera" (Dennie Palmer Wolf). (LB)

ED 435 582 SO 031 347

Risinger, C. Frederick
Teaching Social Studies with the Internet. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Civil War (United States); Economics; Electronic Publishing; Elementary Secondary Education; *Information Sources; *Primary Sources; Social History; Social Studies; *World Wide Web
IDENTIFIERS- ERIC Digests; Madison (James); United States Constitution; World Bank

Social studies educators live and teach in the middle of an information revolution as the Internet becomes an integral part of education. The rate of Internet use in the classroom has risen dramatically. From 1994 through 1998, the percentage of public schools with Internet connections jumped from 35 percent to 89 percent. This Digest summarizes ways that classroom teachers can combine the Internet with other instructional resources and methods. Web sites and ERIC resources are cited that offer ways to explore the Internet and to incorporate it into the social studies curriculum. Web site topics of interest are Civil War photographs, the women's suffrage movement, early ranching in Nevada, Gross National Product per capita data, key economic ratios, and long-term trends for nations. Information and web site examples are given for creating a "portal" site for a school's social studies department. A portal is a World Wide Web site designed to serve as a main "point of entry" to the Web. It features an extensive catalog of Web sites and other Internet resources, a search engine, or both. The Digest describes virtual field trips as another way of using the resources available on the World Wide Web. Web sites for the White House, exhibitions of African and pre-Columbian Native American art from the Art Institute of Chicago, and the Egyptian pyramids offer opportunities for creating virtual field trips. Web site addresses for samples of published student work and social studies lesson plans also are included. (LB)

ED 435 583 SO 031 348

Lutkus, Anthony D.; Weiss, Andrew R.; Campbell, Jay R.; Mazzeo, John; Lazer, Stephen
NAEP 1998 Civics Report Card for the Nation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99

a collection of chapters from educational leaders. An introductory part presents, "A New Teacher's World: Not Your Grandmother's Classroom" (Marge Scherer). Part 1, "What Do New Teachers Need?" includes: "Beyond Support: Taking New Teachers Seriously as Learners" (Sharon Feiman-Nemser, Cynthia Carver, Sharon Schwille, and Brian Yusko); "Easing the Way for New Teachers" (Joan Montgomery Halford); and "The Stages of a Teacher's First Year" (Ellen Moir). Part 2, "Creating an Induction Program," includes "Induction: The First Five Days" (Sandra Martin and Kathryn Robbins); "First Things First: How To Set Up an Induction Program" (Annette Breaux); "The Elements of a Supportive Induction Program" (Aileen Heidkamp and Janet Shapiro); and "Creating Conditions for Teacher Success" (Barb Knudsen and Sue Zapf). Part 3, "Making Mentoring Meaningful," includes: "Mentors Matter" (Mary Brooks); "Mentoring the Mentors" (Anne Coppenhaver and Laurel Schaper); "Baltimore Takes Mentoring to the Next Level" (Tom Ganser, Mary Jacqe Marchione, and Arlene K. Fleischmann); "'I am SO Excited!' Mentoring the Student Teacher" (Anna K. Schriever); "How to Help a New Teacher by Being a Buddy" (Annette Ehrlich Lakein); and "Get on the Team: An Alternative Mentoring Model" (Randall L. Turk). Part 4, "Planning Comprehensive Teacher Support," includes "Combining Mentoring and Assessment in California" (Bob Schultz); "A Support Program with Heart: The Santa Cruz Project" (Ellen Moir, Janet Gless, and Wendy Baron); "How Can New Teachers Become the BEST?" (Ann L. Wood); "Developing a Common Language and Spirit" (John G. Conyers, Bob Ewy, and Linda Vass); and "Every Classroom, Every Day: A Professional Development Plan" (Barbara Moore). Part 5, "Improving Instruction and Communication," includes: "Encouraging Innovation in an Age of Reform" (Jeffrey Frykholm and Margaret R. Meyer); "Linguistic Coaching: Helping Beginning Teachers Defeat Discouragement" (Paul Caccia); "The Videoconference Connection" (Ted Scott Henson and Key Slattery Shapiro); "Resurrecting Hope: Knowing the Facts, Imagining the Future" (Anna Ershler Richert); and "Preparing to Teach in Holistic Classrooms" (Kristin Guest and Jeffrey Anderson). Section 6, "Listening to Teachers," includes: "Keeping Good Teachers: Lessons from Novices" (Catherine M. Brighton); "What Teachers Like (and Don't Like) about Mandated Induction Programs" (Rob Danin and Margaret A. Bacon); "The Best Lessons: Learning To Teach in a Supportive Context" (Debra M. Sullivan); "Helping New Teachers Keep the Light in Their Eyes" (Beth Hurst and Ginny Reding); and "Ask Not What Your School Can Do for You, but What You Can Do for You" (Lisa Renard). (SM)

ED 435 604   SP 038 854

Mackley, Timm A.
Uncommon Sense: Core Knowledge in the Classroom.
PUB DATE- 99
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Curriculum; Elementary Secondary Education; #Knowledge Level; Students
IDENTIFIERS- #Core Knowledge Sequence

This book shares the author's experiences implementing the Core Knowledge Sequence in a small town, offering an understanding of why Core Knowledge has been such a positive experience for learners. As the book describes reasons for using the Core Knowledge Sequence, it substantiates them with authentic as the planned ones in tasks. Bloom's Taxonomy was not sufficient for classifying mathematical reasoning. The correct/incorrect scores could not distinguish different levels of mathematical reasoning. The combined use of a holistic scoring rubric and an analytical one for reasoning were informative. (Contains 1 table, 8 figures, and 13 references.) (Author/SLD)

ED 435 626 TM 030 224

Suzuki, Kyoko; Harnisch, Delwyn L.
An Investigation on the Generalizability of Performance-Based Assessment in Mathematics.
PUB DATE- 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Foreign Countries; *Generalizability Theory; *High School Students; High Schools; Holistic Evaluation; *Mathematics; Mathematics Tests; *Performance Based Assessment; Reliability; Scoring
IDENTIFIERS- Japan; United States

This study examined the generalizability and dependability of a performance-based assessment in algebra. Four forms of a five-item test were constructed using different subsets of eight items based on attributes from task analysis. Subjects included 142 "algebra 2" students from 2 high schools in the Midwestern United States and 148 11th graders from 1 school in Japan. Students' responses were scored using a holistic scoring rubric from 0 to 4. Analyses of generalizability and dependability revealed that the four forms achieved moderate levels of generalizability, although they varied by school. Analyses of data from subsets of the items on the forms suggested that acceptable levels of generalizability could be achieved by using items if items were well chosen. The choice of subsets of the items did not affect the validity of the content coverage of the test. One U.S. school and one Japanese school showed more similarity than between two U.S. schools. Four appendixes contain a list of mathematics attributes, sample test items, a scoring guide, and a scoring example. (Contains 16 tables, 1 figure, and 18 references.) (Author/SLD)

ED 435 627 TM 030 225

Alao, Solomon; Coffey, Grace; Ellington, Roni; Wright, Henrietta
Predicting Placement Test Scores with Cognitive and Socio-Economic Variables.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *College Freshmen; Construct Validity; Correlation; Grade Point Average; High School Students; High Schools; Higher Education; *Prediction; *Screening Tests; Socioeconomic Status; *Student Placement; *Test Results
IDENTIFIERS- Scholastic Assessment Tests

PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Information Dissemination; *National Competency Tests; *World Wide Web
IDENTIFIERS- *National Assessment of Educational Progress; *Web sites

The National Center for Education Statistics (NCES) recently unveiled a new Web site about the National Assessment of Educational Progress (NAEP), the "Nation's Report Card." This site (http://nces.ed.gov/nationsreportcard) provides easy access to a wealth of assessment information about the condition of education in the United States, as well-as student achievement results in reading, writing, mathematics, science, geography, the arts, and other subject areas. This brochure provides information about the structure of the Web site, highlights its features and applications, and provides step-by-step instructions on how to use and customize the information the site offers. (SLD)

ED 435 650 TM 030 272

Hoffman, Lee M.
Key Statistics on Public Elementary and Secondary Schools and Agencies: School Year 1995-96. Survey Report.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; *Educational Finance; *Elementary Secondary Education; Institutional Characteristics; Minority Groups; National Surveys; *Public Schools; School Personnel; *School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Common Core of Data Program

This report provides information about the organization, students, staff, and financial resources of public elementary and secondary education agencies and schools in the United States during the 1995-96 school year. The information, taken from the Common Core of Data (CCD) survey system, is presented in the body of the report, with supplementary detailed tables in Appendix A. The CCD contains data provided voluntarily each year by the education agencies of the 50 states, the District of Columbia, the Department of Defense Dependents Schools (overseas), and five outlying areas. During the 1995-96 school year, there were more than 16,000 local education agencies in these regions, and almost 15,000 were regular school districts directly responsible for free, public education. There were about 45 million public school students in 1995-96. Of these, two-thirds were White, non-Hispanic; about one in six was Black; and about one in seven was Hispanic. The almost 2.6 million teachers in this school year accounted for more than half of the almost 5 million local education employees. Information is also provided about educational finance, including average expenditures. Four appendixes contain supplementary and detailed tables, information about the CCD, and a glossary. (Contains 72 tables and 12 figures.) (SLD)

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Degrees (Academic); Educational Finance; Elementary Secondary Education; *Enrollment Trends; Expenditures; High School Graduates; Higher Education; Population Trends; Prediction; Predictive Measurement; Private Schools; Public Schools; Research Methodology; *School Statistics; Tables (Data); Teachers; *Trend Analysis

IDENTIFIERS- National Center for Education Statistics

Each year, the National Center for Education Statistics publishes this pocket summary of the annual "Projections of Education Statistics." The complete report contains information on projected enrollment at all ages, number of high school graduates, degrees conferred, classroom teachers, and public elementary and secondary school expenditures, with state-level tables on enrollment. This summary contains figures for 1986-87, estimates for 1997-98, and projections to 2008-09, with calculations of the percent of change from 1986-87 to 1997-98 and from 1997-98 to 2005-09. Tables present data for these periods for: (1) population by age; (2) elementary and secondary enrollment in public and private schools; (3) high school graduates from public and private schools; (4) classroom teachers in public and private schools; (5) public and private elementary and secondary pupil/teacher rations; (6) elementary and secondary public school expenditures; (7) higher education enrollment in public and private institutions; (8) earned degrees; and (9) higher education expenditures for public and private institutions. Technical notes explain the computation of projections. (SLD)

ED 435 673 TM 030 303

Hess, Brian

Using Latent Growth Modeling in Program Evaluation: A Primer for the Evaluator.

PUB DATE- 99

NOTE- 29p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 6, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change; Drug Use; *Evaluation Methods; *Evaluators; High Schools; Prediction; Program Evaluation; *Research Methodology

IDENTIFIERS- *Latent Growth

Latent growth modeling (LGM) has emerged as a flexible analytic technique for modeling change over time because it can describe individual variability in terms of initial status and in growth. LGM methodology can also provide a means for testing the contribution of other variables in order to explain variability in those initial levels and growth trajectories. This paper illustrates the use of LGM as an analytical tool in program evaluation. Specifically, a hypothetical evaluation of a high school drug use prevention program was used to demonstrate: (1) how LGM methodology can be used to assess the longitudinal impact of a prevention program by comparing the treatment to a control group in terms of individual variability in initial status and rate of change; and (2) how predictors of initial status and growth selected on the basis of a particular program theory can be incorporated in the model to explain how the program produced an effect across time. Some advantages and

(Glenn Hallam and David Campbell); (9) "Assessing Processes within and between Organizational Teams: A Nuclear Power Plant Example" (John E. Mathieu and David V. Day); (10) "Task and Aggregation Issues in the Analysis and Assessment of Team Performance" (Paul Tesluk, John E. Mathieu, Stephen J. Zaccaro, and Michelle Marks); (11) "Behind the Scenes: Fieldtesting a Measure of Effectiveness for Theater Teams" (Judith L. Komaki); (12) "Assessment of Nuclear Power Plant Crew Performance Variability" (Jody L. Toquam, Jennifer L. Macaulay, Curtis D. Westra, Yushi Fujita, and Susan E. Murphy); (13) "The Measurement of Team Process Behaviors in the Cockpit: Lessons Learned" (Ashley Prince, Michael T. Brannick, Carolyn Prince, and Eduardo Salas); (14) "Performance Measurement Tools for Enhancing Team Decision-Making Training" (Joan Hall Johnston, Kimberly A. Smith-Jentsch, and Janis A. Cannon-Bowers); and (15) "Principles for Measuring Teamwork: A Summary and Look toward the Future" (David P. Baker and Eduardo Salas). Each chapter contains references. (Contains 25 figures and 36 tables.) (SLD)

ED 435 696   TM 030 327

Embretson, Susan E., Ed.; Hershberger, Scott L., Ed.
The New Rules of Measurement: What Every Psychologist and Educator Should Know.
PUB DATE- 99
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Assessment; Educational Psychology; Generalizability Theory; Intelligence Tests; Item Response Theory; *Measurement Techniques; Personality Assessment; *Psychometrics; Tables (Data)
IDENTIFIERS- Rasch Model

Scholars from psychology and education describe how the new rules of measurement work and how they differ from the old rules. The collection provides an integrated and comprehensive reference source concerned with contemporary issues and approaches in testing and measurement. The chapters are: (1) "Issues in the Measurement of Cognitive Abilities" (Susan E. Embretson); (2) IRT and Intelligence Testing: Past, Present, and Future" (Robert M. Thorndike); (3) "Behind the Scenes; Using New Measurement Methods on DAS and KAIT" (Mark H. Daniel); (4) "Fundamental Measurement for Psychology" (Benjamin D. Wright); (5) "What Can Rasch-Based Scores Convey about a Person's Test Performance?" (Richard W. Woodcock); (7) "Generalizability Theory: Picking Up Where the Rasch IRT Model Leaves Off?" (George A. Marcoulides); (7) "Introduction to Personality Measurement" (Scott L. Hershberger); (8) "The Rorschach: Measurement Concepts and Issues of Validity" (John E. Exner, Jr.); (9) "Searching for Structure in the MMPI" (Niels G. Waller); (10) "Personality Measurement Issues Viewed through the Eyes of IRT" (Steven P. Reise); and (11) "Summary and Future of Psychometric Methods in Testing" (Susan E. Embretson and Scott L. Hershberger). Each chapter contains references. (Contains 42 tables and 45 figures.) (SLD)

ED 435 697   TM 030 328

Haladyna, Thomas M.
Developing and Validating Multiple-Choice Test Items. Second Edition.
PUB DATE- 99

North Carolina began implementing End of Course (EOC) tests in 1985-86, In 1998-99, student achievement for high school students was measured through results on the 10 required multiple choice EOC tests, the state's writing assessment, and the percentage of students who completed college preparatory courses of study. This report contains the results for Wake County Public School System (WCPSS) on the EOC tests. When compared to the prior year, scores on Algebra I, English I, Geometry, Algebra II, Chemistry, and Physics increased. WCPSS students' scores decreased slightly in Biology, Economic/Legal/Political Systems, and U. S. History. The Physical Science examination was not given in Wake County in 1997-98, so scores were not available for comparison. Two figures contain test results by subject for the county's schools. (SLD)

ED 435 720 TM 030 351

Progress towards the 95% Goal. Measuring Up. E&R Report No. 99.32.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Objectives; Elementary Education; *Elementary School Students; Scores; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *North Carolina End of Grade Testing Program; *Wake County Public School System NC

In August 1998, the Wake County Public School System (WCPSS), North Carolina, adopted a goal statement that specified that by 2003, 95% of students tested would be at or above grade level as measured by the North Carolina End-of-Grade (EOG) tests at grades 3 and 8. This report defines that goal operationally and defines the terms used to describe it. It also identifies improvements that have occurred during the past 6 years and disaggregates the current level of achievement for a variety of groups. Student scores on the EOG tests are reported on scales that are divided into four levels. Students scoring at the first two levels probably lack basic skills, but those scoring in Levels III and IV probably have the skills needed for the next grade level, and are considered "at or above" grade level. During the past 6 years, WCPSS has shown gradual improvement in the percentage of students at or above grade level. The percentage of students who were at or above grade level in reading improved from 71% in 1994 to 87% in 1999. In mathematics, the improvement was from 72% to 84%. The percentage of scores that were below grade level in 1998 varied greatly by subject, grade, and demographic group. Poverty was the single strongest predictor of low achievement. The school system's goal is close to being achieved with some groups of students, but the system still has a long way to go for others. Information is given about the students who take the test and students in need of special assistance. (SLD)

ED 435 721 TM 030 352

Carruthers, William L.
Collected Evaluations on the WCPSS Alternative School Program for Students with Long-Term Suspensions. Executive Summary. Eye on Evaluation. E&R Report No. 00.01.
PUB DATE- 99

and percent of schools in the system meeting state class size guidelines. A hierarchical regression analysis was conducted with variables regressed on student scale scores on the 1998 test. The resultant equation yielded a multiple "R" of 0.82 and an adjusted "R squared" of 0.57, with percent of students on free and reduced lunch accounting for 55% of variability. Across grades 3 through 8, percent of students on free and reduced lunch accounted for the majority of unexplained variance in science scale scores. In a second procedure, for students in grade 5, the same variables regressed on grade 5 science scale score achievement resulted in a formula that yielded a multiple "R" of 0.81 and an adjusted "R squared" of 0.53. At grade 5, percent of students meeting class size standards accounted for the greatest amount of explained variability in science scale scores, with ethnicity marginally significant. Per pupil expenditure had a positive effect on the science scale score achievement for grade 5 students. An appendix maps science scale score trends. (Contains 3 figures, 7 tables, and 26 references.) (Author/SLD)

ED 435 743 TM 030 395

Gil, Ana; Riggs, Ernestine
Observations Class Reflections = Changes in My Instructional Practices.
PUB DATE- 99
NOTE- 17p.; Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Practices; Elementary Education; *Elementary School Teachers; *Instruction; Observation; *Reflective Teaching; Teaching Methods

This paper focuses on the utilization of reflective teaching and thinking as a tool to engage teachers in the process of observing, examining, analyzing, and evaluating their philosophy of teaching and learning and their effectiveness as teachers. Research has indicated that reflection encourages teachers to assess critically "What am I doing?," "Why am I doing it?," and "Does it result in increased student learning and achievement?" A more important question is, "Does it help me become a more knowledgeable and effective teacher?" Observations of 22 elementary school teachers support the importance of reflection for teacher improvement. (Author/SLD)

ED 435 744 TM 030 396

Pattison, Sherry
Action Research and Ways of Knowing. Literature Review.
PUB DATE- 99
NOTE- 27p.; Paper in partial fulfillment of the requirements for the degree of Doctor of Education, Fielding Institute. .
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; Community Action; Cooperation; *Data Collection; Evaluation Methods; Literature Reviews; *Organizational Effectiveness

Action research is disciplined inquiry to improve the quality of an organization and its performance. It is a method for

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; American Indians; Black Students; Elementary Secondary Education; *Equal Education; *High Achievement; Higher Education; Hispanic Americans; *Minority Groups; *Outcomes of Education; *Racial Differences; Supplementary Education
IDENTIFIERS- African Americans; Latinos

The College Board launched the National Task Force on Minority High Achievement in 1997. The primary mission of this Task Force has been to develop recommendations for how segments of U.S. society can work to increase the number of under-represented minority students who achieve at high levels academically. This report contains Task Force recommendations for action, along with a review of what has been learned over the years about why differences in educational outcomes persist among racial and ethnic groups in the United States. The Task Force has concluded that, if the number of top African American, Latino, and Native American students is to grow rapidly, promoting their achievement must become a priority at all levels of the educational system. Colleges and universities, along with state education systems, should create information systems designed to monitor progress and help inform efforts to design more effective strategies. At the K-12 level, the Task Force recommends that local, state, and federal leaders place the goal of increasing the number of top minority students high on the school reform agenda. The Task Force also recommends increased access to high-quality preschool and parent education programs and improved supplemental programs targeting minority students. The Task Force is calling for a policy of affirmative development across many sectors of society. An appendix contains a table with data about children of different racial/ethnic groups as measures by parents' education characteristics. (Contains 136 references.) (SLD)

ED 435 766   UD 033 165

McHugh, Barbara; Stringfield, Sam
Three-Year Analysis of Implementation and Effects in Five Schools. Core Knowledge Curriculum. Report No. 40.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Abell Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Curriculum; *Educational Change; Elementary Education; *Elementary Schools; Program Evaluation; *Program Implementation; Standardized Tests; *Urban Schools
IDENTIFIERS- *Core Knowledge; Maryland

This technical report presents third-year analyses of the progress of five Maryland elementary schools participating in a multi-school, multi-district implementation of the Core Knowledge Curriculum (E. Hirsch, 1987, 1996). Third-year results are presented in the areas of implementation and outcomes. Factors clearly affecting implementation of Core Knowledge included the following: (1) the availability and use of common planning time; (2) the care taken to induct new teachers into the Core curriculum; (3) level of success in negotiating Core/local curriculum conflicts; (4) finding ways to use Core Knowledge that are supportive of the state's

Social Services
IDENTIFIERS- Emergency Shelters; *Support Services; Supported Housing

This book offers specific information on the wide range of federal prevention, emergency shelter, and family service programs available today that provide children and families who are homeless or at risk of homelessness with financial support, education, job training, nutritional services, and crisis funding. The chapters are: (1) "Coordinating a Response to Homelessness"; (2) "Homelessness and Child Welfare Services"; (3) "Housing and Supportive Services for Families at Risk of Homelessness: An Introduction"; (4) "Preventive Services: Programs To Expand the Availability of Safe and Affordable Housing"; (5) "Preventive Services: Support Services for Families at Risk of Homelessness"; (6) "Programs To Meet the Shelter Needs of Homeless Families"; (7) "Programs to Meet the Needs of Homeless Children and Youths"; (8) "Programs To Meet Other Needs of Homeless Individuals and Families: An Introduction"; (9) "General Supportive Services for Homeless Individuals and Families"; (10) "Food Programs for Homeless Individuals and Families"; (11) "Health-Related Services for Homeless Individuals and Families"; (12) "Job Training Programs for Homeless Individuals and Families"; and (13) "Conclusion." The two appendixes contain listings of U.S. Department of Housing and Urban Development Field Offices and Program Summaries. (SM)

ED 435 786   UD 033 192

Huxman, Frankie; Klassen, Eydie; Koontz, Barbara; Nottingham, Cheryl; Vierthaler, Charlene
Early Interventions for At-Risk Students.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; *Early Intervention; *Elementary School Teachers; Enrichment Activities; Ethnography; *High Risk Students; Intergenerational Programs; Music Education; Primary Education; Program Development; Reading Programs; *Socioeconomic Status; Student Behavior; Summer Programs

This is a report on a school-wide ethnographic study of intervention strategies for at-risk students in kindergarten through second grade. A group of 5 teachers from an elementary school of approximately 250 students in a Midwest community of about 18,000 people (2 first-grade teachers, 2 second-grade teachers, and 1 music teacher) comprised the research team for this study. Data collection procedures included interviews, observations, and survey results. Participant groups included faculty, staff members, students, and parents. The constant comparative method used in data analysis forced the researchers to focus primarily on the interventions. Of the 34% of the students of low socioeconomic status, 72% of the first and second graders were seen by their teachers as "at-risk," while only 18% of those of low socioeconomic status were seen as not at risk. Based on the information gained through this study, interventions were identified to address the needs of at-risk students. These included: (1) an intergenerational reading program; (2) the integration of vocal music into the curriculum; (3) the addition of instrumental music to some curriculum units; (4) a reading program that enlisted men; (5) a summer enrichment program; (6) community linking programs;

(055)
DESCRIPTORS- *Child Advocacy; *Child Welfare; *Children; *Evaluation Methods; Evaluation Needs; Evaluation Utilization; Program Effectiveness; Program Evaluation; Welfare Recipients; Well Being
IDENTIFIERS- *Welfare Reform

Noting that child advocates are increasingly implementing monitoring projects to track the status of former welfare families and are using the findings to inform their agendas, policymakers, and the general public, this issue brief introduces monitoring strategies and suggests issues for consideration in designing a monitoring project. Monitoring, defined as tracking a family's income, composition, and other social and economic indicators, is useful for illustrating trends and highlighting what is happening to children and families. The brief highlights issues that should be considered in developing a monitoring project: (1) envisioning the final product; (2) choosing a focus; (3) identifying and accessing the target population; (4) ensuring statistical validity; and (5) identifying resources. Monitoring methodologies discussed in the brief are surveys, longitudinal tracking of families, focus groups, and the use of administrative data. Examples of various methodologies are highlighted in descriptions of individual state efforts. Also considered are issues related to selecting appropriate measures and maintaining credibility. Sample indicators are defined and operationalized. The brief also discusses the importance of communicating the project's results, including identifying target audiences, developing a message, connecting with the media, and disseminating the information. The brief concludes by noting that child advocates must remind the public and policymakers that the success or failure of welfare reform should be judged on the basis of its impact on the well-being of children and families. (Contains 20 notes.) (KB)

ED 435 496   PS 028 104

Krappmann, Lothar; Uhlendorff, Harald
Family Influences on Children's Peer Relationships: Parents' Social Networks and Educational Attitudes.
PUB DATE- 99
NOTE- 14p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Childhood Attitudes; Children; Elementary Education; Foreign Countries; *Friendship; Loneliness; Marital Satisfaction; Models; *Parent Attitudes; Parent Child Relationship; *Parent Influence; *Peer Relationship; Predictor Variables; Social Development; *Social Support Groups
IDENTIFIERS- Disciplinary Styles; Marital Quality; Parenting Styles; Relationship Quality

Although children of primary school age increasingly maintain friendships autonomously, they still are influenced by their parents. In particular, parents' behaviors supporting peer activities of their children, parental educational attitudes, and parents' own social relationships are expected to be relevant for children's social integration into a network of friends as well as for children's feelings of loneliness. Data were collected on 109 mother-child dyads and 98 father-child traditional social, biological, and physical science disciplines; employs varied methodologies; collects data across a broad range of time and spatial scales; and involves local people and communities in research design and implementation. Five fundamental research questions address the impacts of human activity on arctic and global systems; types and sources of global change in the Arctic; effects of global changes on human societies in the Arctic; alternative approaches to current and future problems; and effects of arctic changes on people living outside the region. Ethical research issues include informed consent by individuals and communities, community involvement in research, the use and distribution of traditional indigenous knowledge, and intellectual property rights. HARC includes funding and guidelines for linking research with science education in arctic community schools. (Contains 51 references, other relevant publications, reviewers and participants in a related workshop, and photographs). (SU)

ED 435 516 RC 022 131

Morrison, Ed
Southern Connections: Connecting with Each Other, Connecting with the Future. The Final Report of the 1998 Commission on the Future of the South.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blue Ribbon Commissions; *Child Welfare; *Economic Development; Education Work Relationship; *Educational Needs; Elementary Secondary Education; Higher Education; Labor Force Development; Policy Formation; Preschool Education; *Public Policy; *Regional Cooperation
IDENTIFIERS- *United States (South)

Supported by the state governments of the South, the Southern Growth Policies Board creates strategies for regional economic development. Every 6 years, the Board's chairman (a state governor) appoints a blue-ribbon commission to analyze the condition of the South, develop regional objectives, and recommend approaches to regional problems. This report of the 1998 commission begins with an overview of the ways in which regional cooperation is working for economic development, as well as areas of concern: pockets of poverty in rural counties and inner cities and the need to improve the knowledge and skills of the work force. The next four chapters outline four interrelated goals and the strategies to address them: (1) building vibrant, secure communities; (2) building healthy environments for children (investing in early childhood education, comprehensive prenatal care, and high-quality child care); (3) building quality education and world-class work skills (combining high standards with strong incentives for experimentation and high-quality teaching, implementing a continuous improvement program for elementary and secondary education); and (4) building broader economic partnerships focused on infrastructure, university research, the needs of inner cities and rural areas, entrepreneurship, international markets, and tourism. For each goal, recommendations outline what regional, state, and community partnerships can do. (Contains commissioner biographies, a list of institutional members, and an index.) (SU)

ED 435 517 RC 022 132

Methods; *Kindergarten; Kindergarten Children; *Mathematics Achievement; *Mathematics Education; Measurement; Number Concepts; Patterns in Mathematics; Primary Education; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Kindergarten assessment materials and the "Strategies for Instruction in Mathematics" suggests tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 536 SE 062 925

Mathematics First Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary School Students; *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 1; *Mathematics Achievement; *Mathematics Education; Measurement; Number Concepts; Patterns in Mathematics; Primary Education; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. First grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 537 SE 062 926

Mathematics Second Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 2; *Mathematics Achievement; *Mathematics Education; Measurement; Number Concepts; Patterns in Mathematics; Primary Education; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Second grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 538 SE 062 927

Mathematics Fourth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99

contrasting information; and analyzing cause and effect. An issue of "Cobblestone" magazine related to the unit's topic also is included. (BT)

ED 435 563 SO 029 633

Baker, Rosalie F.; Baker, Charles F., III
Ancient Rome I: Government and Politics; the Military; Trade and the Economy; Aqueducts, Baths, and Sewers; the Arena. Volume 7. Teaching with Primary Sources Series.
PUB DATE- 97
NOTE- 114p.; For Ancient Rome II, see ED 428 995. Themes in the Teaching with Primary Sources Series are published semi-annually.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Ancient History; Foreign Countries; Intermediate Grades; Latin; Middle Schools; *Primary Sources; Secondary Education; Social Studies
IDENTIFIERS- Historical Materials; *Roman Civilization; *Roman Empire; Roman Republic

This unit on Ancient Rome (covering a time period from 753 B.C. until A.D. 476) contains the following elements: a list of documents, with a description of each document and a brief synopsis of its historical significance to the unit's theme; the documents; and a set of activities. The unit's documents are grouped under the five categories listed in the title. Each category focuses on a particular aspect of ancient Roman life (one of the documents in each category is a Latin passage, followed by an English translation, from an ancient work that specifically relates to the category's topic). To help students understand the documents and extract as much information as possible from these primary sources, the unit provides a series of activities divided into seven categories following the documents; five of these categories complement the division of the documents, one introduces the students to historical documents, and another shows how Latin continues to live in English. The unit's activities allow students to practice the following skills and strategies: collect, organize, interpret, and weigh the significance of factual evidence to achieve a systematic analysis of documents; compare and contrast evidence from different sources; identify factual information and separate it from opinion; identify points of view and biases; and develop defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 435 564 SO 029 672

Jensen, Knud; Larsen, Ole B.; Walker, Stephen
Democratic Action Research in Schools: Methods and Procedures in Educational Innovation. Didaktiske Studier. Studies in Educational Theory and Curriculum, Volume 17.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; *Educational Innovation; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; *School Culture; *Teacher Role

NOTE- 196p.; "In collaboration with Edward Kulick, Spencer Swinton, Venus Leung." For highlights of the 1998 Civics Report Card, see SO 031 349.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Civics; Curriculum Based Assessment; Elementary Secondary Education; Evaluation Methods; Grade 12; Grade 4; Grade 8; Knowledge Level; *National Competency Tests; Program Evaluation; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the nation's only ongoing survey of what students know and can do in various academic subject areas. This report summarizes the results of the 1998 NAEP civics assessment for the nation. The results are based on an assessment of students at grade 4, grade 8, and grade 12. Students' performance is described in terms of their average civics score on a 0 to 300 scale and in terms of the percentage of students attaining each of three achievement levels: (1) basic; (2) proficient; and (3) advanced. The achievement levels are performance standards adopted by the National Assessment Governing Board (NAGB) as part of its statutory responsibilities. In addition to providing average scores and achievement level performance for the nation, this report also provides results for subgroups of students defined by various background and contextual characteristics. Further, the report explores relationships between selected teacher and classroom activities and student performance. The chapter titles include: (1) "Average Scale Score and Achievement Level Results for the Nation"; (2) "Average Civics Scale Score Results for Selected Subgroups"; (3) "Civics Achievement Level Results for Selected Subgroups"; (4) "Contexts for Learning Civics: School/Teacher Policies and Practices"; and (5) "Contexts for Learning Civics: Classroom Practices and Student Variables." The appendices include an overview of procedures used in the assessment, standard errors, and a list of the members of the NAEP civics development and standing committees. (LB)

ED 435 584 SO 031 349

NAEP 1998 Civics Report Card Highlights.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.; For the complete Report Card, see SO 031 348. Printed version is 11 inches by 17 inches.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Civics; Curriculum Based Assessment; Elementary Secondary Education; Evaluation Methods; Grade 12; Grade 4; Grade 8; Knowledge Level; *National Competency Tests; Program Evaluation; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

The 1998 National Assessment of Educational Progress (NAEP) civics assessment contained a combination of multiple-choice and open-ended questions. Each student participating in the assessment received two 25-minute sections of questions. Most civics questions measured both knowledge and intellectual experiences from administrators, teachers, parents, and students. The Core Knowledge Sequence, based on the work of E.D. Hirsch, Jr., is a curriculum that describes what students should know and prescribes specific topics for instruction in grades K-8. What students learn gives them a common base for additional learning. The Sequence provides a systematic syllabus of content. It includes topics and subtopics in language arts, world history, American history, geography, visual arts, music, mathematics, and science. It specifies content for half of the school curriculum, with the remaining half chosen by teachers or schools. This book offers suggestions for implementing the Core Knowledge Sequence in a school or district and discusses how to network and find supplementary resources key to school reform efforts. There are four chapters: (1) "Building the Case for Core Knowledge"; (2) "What Is Core Knowledge?" (3) "Introducing Core Knowledge to Your School," and (4) "Inside a Core Knowledge School." Two final sections present "Questions and Answers about Core Knowledge" and "Recommended Resources on Core Knowledge." (SM)

ED 435 605   SP 038 855

Avalos, Beatrice
Global Demands for Quality: Realities and Myths in the Improvement of Initial Teacher Preparation.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Policy; *Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; Politics of Education; Preservice Teacher Education; Teachers
IDENTIFIERS- Chile

This article is based on experiences in the field of teacher education and attempts to induce institutional change from a ministerial (hence, political) location. The first section considers the international context in relation to education and discusses how quality is conceptualized in policy documents. The second section looks at how concerns for quality are inserted in policy formulations regarding teacher education reform. It outlines what real issues are in teacher education but also notes myths about what might support or hinder the effectiveness of change in this area. In the third section, these issues (realities and myths) are examined in relation to the experience of reforming 17 teacher education institutions in Chile. The article finishes with reference to lessons and open questions arising from this experience of change. (Contains 27 references.) (Author/SM)

ED 435 606   SP 038 856

Miller, Vachel; Ramos, Alessandra Mucci
Transformative Teacher Education for a Culture of Peace.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Consciousness Raising; Elementary Secondary Education; Foreign Countries; Global

The relationship among Scholastic Assessment Test (SAT) results, high school grade point average (GPA), socioeconomic variables, and placement test scores was examined. Participants were 162 freshmen studies students from an urban university. Results of zero-order correlations indicated that the construct validity of the placement skills test used at the university is evident at a moderate level. Participants' English and mathematics placement skills test scores were moderately correlated with those of their SAT scores (verbal and mathematics) in the hypothesized manner. Participants' cognitive profiles were better predictors of their placement test scores than their socioeconomic profiles. The findings are discussed in terms of their implications for identifying and supporting freshmen studies students at the university. (Contains 6 tables and 15 references.) (Author/SLD)

ED 435 628   TM 030 226

Brown, Robert S.; Baird, William; Rosolen, Lisa
Spatial Analysis in Educational Administration: Exploring the Role of G.I.S. (Geographical Information Systems) as an Evaluative Tool in the Public School Board Setting.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (Toronto, Ontario, Canada, May 16-19, 1999). Some colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; *Computer Uses in Education; Data Analysis; Data Collection; *Educational Administration; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Geographic Regions; Maps; *School Districts
IDENTIFIERS- Canada; *Geographic Information Systems; Spatial Analysis; *Toronto Board of Education ON

In January 1998, seven school boards amalgamated to form the Toronto District School Board, a board responsible for 600 schools. To deal with the complexities of the new entity, researchers have been using geographical information systems (GIS). GIS are computer-based tools for mapping. They store information as a collection of thematic layers or datasets that can be linked by geography, and they serve as tools to analyze and map data in support of the decision-making process. Used optimally, GIS allow the visualization and analysis of information in new ways. Two situations illustrate the use of GIS in Toronto. The first is using GIS as an effective communication tool in the development of school profiles that included community maps. The second example is the use of GIS to identify high-performing and low-performing schools on an assessment. In the highly diverse Toronto school board area, GIS is a valuable tool to visualize and interpret data. (Contains 11 figures.) (SLD)

ED 435 629   TM 030 227

Crehan, Kevin D.; Curfman, Mary
The Effect on Performance of Rapid Feedback on State Writing Assessments.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 435 651 TM 030 273

Linn, Robert L.; Gronlund, Norman E.
Measurement and Assessment in Teaching. Eighth Edition.
PUB DATE- 00
NOTE- 574p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Instructional Effectiveness; *Measurement Techniques; *Performance Based Assessment; Reliability; Student Evaluation; Teacher Education; Teaching Methods; *Test Use; Validity

This book is intended to introduce the classroom teacher and prospective teacher to the elements of measurement and assessment that are essential to good teaching. The main theme is that assessment plays an important role in the instructional process. This edition has been revised to reflect major changes in educational assessment since the last edition. The chapters are: (1) "Educational Testing and Assessment: Context, Issues, and Trends"; (2) "The Role of Measurement and Assessment in Teaching"; (3) "Instructional Goals and Objectives: Foundation for Assessment"; (4) "Validity"; (5) "Reliability and Other Desired Characteristics"; (6) "Planning Classroom Tests and Assessments"; (7) "Constructing Objective Test Items: Simple Forms"; (8) "Constructing Objective Test Items: Multiple-Choice Forms"; (9) "Measuring Complex Achievement: The Interpretive Exercise"; (10) "Measuring Complex Achievement: Essay Questions"; (11) "Measuring Complex Achievement: Performance-Based Assessments"; (12) "Portfolios"; (13) "Assessment Procedures: Observational Techniques, Peer Appraisal, and Self-Report"; (14) "Assembling, Administering, and Appraising Classroom Test and Assessments"; (15) "Grading and Reporting"; (16) "Achievement Tests"; (17) "Aptitude Tests"; (18) "Test Selection, Administration, and Use"; and (19) "Interpreting Test Scores and Norms." Eight appendixes contain supplemental information about topics related to assessment, standards, and published tests. Each chapter contains references. (Contains 48 tables and 59 figures.) (SLD)

ED 435 652 TM 030 274

Oosterhof, Albert
Developing and Using Classroom Assessments. Second Edition.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Education Majors; *Educational Assessment; Educational Psychology; Elementary Secondary Education; Higher Education; *Teacher Made Tests; *Test Construction; Test Format; Test Use; Testing Problems; Textbooks

This book provides a succinct discussion of the development and use of classroom assessments. It is designed for college courses and settings in which a full survey textbook is not appropriate in terms of coverage and cost, such as educational psychology or teaching methods courses or self-study by limitations of using LGM in program evaluation are highlighted. (Contains 3 figures and 29 references.) (Author/SLD)

ED 435 674 TM 030 304

Fusco, Dana; Sabo, Kim
Participatory Evaluation: A Democratizing Instrument?
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Chinese Americans; *Democracy; Educational Environment; Elementary Secondary Education; Immigrants; Literacy; *Participation; *Program Evaluation
IDENTIFIERS- *Participatory Evaluation; Stakeholders

This paper examines the overall process of implementing participatory evaluation methods in a nonparticipatory, nondemocratic environment. The paper is based on a 1-year evaluation of an after-school literacy program and is part of a larger effort to bring participatory evaluation to the grantees of a foundation. The evaluation occurred with an after school program that provides services to Chinese immigrant youth and their families, along with a creative, nontraditional learner environment for children between the ages of 5 and 14. A nonparticipatory and nondemocratic organizational climate was evident early on and reflected throughout the evaluation process. Teachers were not included in evaluation planning, and there was an evident lack of communication between the director and her staff. Staff meetings and staff journal writing increased the sense of participation, but the biggest success as transformative participatory evaluators was in working with the director to see the value of staff feedback. (SLD)

ED 435 675 TM 030 305

Verma, Satish; Burnett, Michael
Addressing the Attribution Question in Extension.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Causal Models; Evaluation Methods; Program Development; Program Evaluation; Research Design; *Research Methodology; *Rural Extension
IDENTIFIERS- *Attributed Responsibility

Program directors and evaluators need to address the important program accountability question of attribution of outcomes. This discussion is a beginning. Starting with some basics, such as the meaning of the program, approaches to program theory development, and the nature of attribution, the paper suggests three types of attribution. An agricultural research verification and extension program provides background for the recommendation to use causation attribution in a controlled program environment, and associative attribution in a confounded program environment. Implications for evaluation design and methodology are discussed. (Author/SLD)

NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructed Response; *Multiple Choice Tests; Test Construction; Test Format; *Test Items; Testing Problems; *Validity

This book explains writing effective multiple-choice test items and studying responses to items to evaluate and improve them, two topics that are very important in the development of many cognitive tests. The chapters are: (1) "Providing a Context for Multiple-Choice Testing"; (2) "Constructed-Response and Multiple-Choice Item Formats"; (3) "Multiple-Choice Formats"; (4) "Writing the Item"; (5) "Measuring Higher Level Thinking"; (6) "Item Shells"; (7) "Validity Evidence Arising from Item Development Procedures"; (8) "Analyzing Item Responses"; (9) "Using Item Response Patterns To Study Specific Problems in Testing"; and (10) "The Future of Item Development." (Contains 19 figures, 17 tables, and 370 references.) (SLD)

ED 435 698 TM 030 329

Silverman, Sharon L.; Casazza, Martha E.
Learning & Development: Making Connections To Enhance Teaching. Higher and Adult Education Series.
PUB DATE- 00
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Case Studies; *Child Development; Cognitive Development; *Developmental Psychology; *Diversity (Student); Elementary Secondary Education; Higher Education; *Learning; Self Esteem; *Teaching Methods

This book is intended to help educators understand how students learn and what teachers can do to foster student achievement. It explains how diverse developmental needs, such as lack of self-esteem or cultural alienation, can be at the root of a student's learning difficulties. Case studies illustrate the ways educators can assess and resolve learning problems. The chapters are: (1) "Today's Learners"; (2) "Theories of Personal Development and Learning"; (3) "Theories Related to Cognitive Development and Learning"; (4) "A Framework for Effective Practice"; (5) "Self and Identity"; (6) "Motivation"; (7) "Interaction with the Environment"; (8) "Ways of Knowing:; (9) "Learning Styles and Preferences"; (10) "Self-Regulation and Goal Setting"; (11) "Critical Reflection on Practice"; and (12) "Educator as Innovator, Researcher, and Change Agent." (Contains 2 tables and 394 references.) (SLD)

ED 435 699 TM 030 330

Cizek, Gregory J.
Cheating on Tests: How To Do It, Detect It, and Prevent It.
PUB DATE- 99
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Curriculum; Dropout Prevention; *High School Students; High Schools; *Nontraditional Education; Program Effectiveness; *Program Evaluation; *Suspension
IDENTIFIERS- *Wake County Public School System NC

The Wake County Public School System (WCPSS) has provided an alternative school program for students with long-term suspensions since the 1995-96 school year. Since 1996-97, the WCPSS has contracted with a private firm to operate the Richard M. Milburn High School (RMHS), as an alternative learning center. This Executive Summary highlights the major conclusions of collected evaluations of the alternative program over the years. After the first year of the program, voluntary enrollment has been at capacity, indicating that the program is filling a need. The basic skills of many students in this program are well below grade level. Although affective and behavioral interventions can be woven into the core curricula, the emphasis must be on academics. Communications with the regular schools have been shown to be of great importance, and evaluations have shown that students need assistance to make a successful return to the regular school. The RMHS program met four of five student outcome goals that were set for the 1997-98 year, with improvement conspicuous for the end-of-grade, end-of-course writing examinations. It is probable that two of the most important factors in the improvement were hiring a new principal and the improved stability in operations that came with the school's second year. (SLD)

ED 435 722 TM 030 353

Dulaney, Chuck; Speas, Carol
ABCs Results, 1998-99. Measuring Up. E&R Report No. 00.02.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Accountability; Basic Skills; Elementary Secondary Education; Incentives; School Districts; *State Programs; *Test Results; Testing Programs
IDENTIFIERS- *Wake County Public School System NC

In 1996, North Carolina established its "ABC" plan for educational improvement, based on accountability (A), testing of basic subjects (B), and more local control (C). Each year student test results in reading, mathematics, writing, and selected middle school and high school courses are analyzed to determine whether or not schools have met goals established in the accountability program. Schools meeting goals are given financial incentive awards that can be distributed as bonuses to the faculty. This report describes ABC results for the Wake County Public School System (WCPSS). The 1998-99 school year was the third year of ABCs results for grades 3 through 8 and the second year for high schools. Sixty-five percent of the county's elementary schools exceeded the "exemplary growth" mark, and none was low-performing. Ninety percent of the middle schools exceeded the exemplary gain mark, and, again, one was in the low-performing category. All of the high schools showed exemplary growth, and one was low-performing. In 1997-98 improving practice in which one collects data to diagnose problems, searches for solutions, takes action, and monitors how well it works. Action research is characterized by groups of colleagues working together for systematic inquiry. In effect, the research is defined by the practitioners and conducted by those who want to improve their own situation. There are three types of action research: (1) the scientific method of problem solving; (2) the practical-deliberative action research; and (3) critical-emancipatory action research. The key to selecting the type of action research depends on the purpose of the inquiry. The process of collaborative action research begins with identifying the problem. This is followed by data collection planning and the actual collection of data. Data analysis follows, with the reporting and sharing of results with colleagues. The final step is working out a plan for action that incorporates what one learned from the inquiry. The strength of action research is that employees of a system work together to find their own solutions to problems so that they buy into the solution and feel ownership. (Contains 23 references.) (SLD)

ED 435 745 TM 030 397

Ahmad, Mahassen
Evaluation of the Healthy School Meals Initiative in Texas Private Schools and Residential Child Care Institutions for Federal Fiscal Years 1997 and 1998.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Breakfast Programs; Dietetics; Elementary Secondary Education; *Evaluation Methods; Lunch Programs; *Nutrition; *Private Schools; Program Evaluation; Questionnaires; *Residential Institutions
IDENTIFIERS- *Menu Planning; *School Meals Initiative for Healthy Children; Texas

In 1995 the United States Department of Agriculture (USDA) developed the Health School Menus Initiative (HSMI) to ensure that school age children are provided meals that are consistent with dietary guidelines and current nutrition information. The USDA developed review instruments to evaluate the implementation of the HSMI nationwide. These instruments were used in Texas private schools and residential child care institutions (RCCIs). In 1997, 194 private schools and RCCIs were reviewed, and 28 were reviewed in 1998. The facilities reviewed in 1998 were selected based on their size and need for technical assistance. Most of the facilities had chosen the traditional menu planning option, with revised options much less often used. Neither the type of facility nor its location affected how successful a facility was in implementing the HSMI policy. Most facilities did not have the hardware and software necessary to conduct nutrient analyses on site. Overall, the menu planning in these schools indicates a need for standardization. There were significant improvements in facility nutritional performance in 1998, but technical assistance was still needed overall. Recommendations are made for menu planning and serving, improved nutrition analyses, and additional nutrition education and training. Two appendixes contain instruments used to evaluate the HSMI in 1997 and 1998. (Contains 8 tables and 17 figures.) (SLD) student testing program; (5) sustaining Core as a priority in the face of competing educational reforms; and (6) continuing to acquire adequate resources after each school's 2-year implementation grant expired. Achievement outcomes were measured through two tests: the Comprehensive Test of Basic Skills Fourth Edition (CTBS/4), and the Maryland School Performance Assessment Program (MSPAP). The relationship between the tests and the Core Knowledge curriculum was not tight, and individual school's level of implementation and outcome measures all varied between years one and three. However, the majority of the Core Knowledge schools posted 3-year academic achievement gains in reading comprehension relative to their matched control peers as measured on the CTBS/4. In addition, during the 3-year period of this study, third-grade students in Core schools showed greater gains on the more performance-based MSPAP than did their matched control schools or the mean of schools state-wide. Four appendixes contain two teacher surveys, information about Core teachers, and a discussion of mathematics subtests and results. (Contains 28 references.) (Author/SLD)

ED 435 767 UD 033 166

Lewis, Sharon; Jepson, Jack; Casserly, Michael
Closing the Achievement Gaps in Urban Schools: A Survey of Academic Progress and Promising Practices in the Great City Schools. Preliminary Report.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Equal Education; Income; Languages; *Minority Groups; Racial Differences; Sex Differences; Tables (Data); *Urban Schools

This preliminary report marks the first step in the efforts of a task force formed by the Council of the Great City Schools to reduce the gaps in student achievement by race, income, language, and gender. The report is based on data from 48 major urban school districts. A mixed picture has emerged. Some districts are placing their primary focus on raising achievement for all students and hoping that the gaps will close along the way. Others are taking the opposite approach, focusing on groups with lower achievement. It is clear from this initial review that the United States needs to adopt both strategies simultaneously. It is also clear that the ability of urban school districts to report on their student achievement by race, income, gender, and language varies substantially. Many urban school districts have begun initiatives to address these challenges, but too little is known about the efforts that will actually result in smaller achievement gaps. These preliminary data show that progress is being made, but that there is a long way to go to eliminate achievement gaps. (Contains 12 tables and 1 figure.) (SLD)

ED 435 768 UD 033 167

Expanding Educational Reform To Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships. A Center Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

(7) an intensive spelling program; and (8) behavior management approaches. Five appendixes contain data sources, figures, the Institutional Review Board documentation, a parent survey, and an annotated bibliography. (Contains 1 table, 10 figures, and 16 references.) (Author/SLD)

ED 435 787   UD 033 193

Hernandez-Tutop, Joanne
Multiculturalism: Similarities and Differences.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Diversity (Student); Elementary Secondary Education; *Multicultural Education; *Teacher Education

In U.S. schools the teachers are predominantly white, and most have little or no experience with cross-cultural issues. The increasing student diversity means that the schools are multicultural, but the teacher staff is not. It has become imperative that teachers be educated to teach about diverse cultures. James Banks has developed a theory of five dimensions of multicultural education that allow teachers to engage in self-actualization while addressing curriculum issues. The five dimensions are: (1) content integration; (2) the knowledge construction process; (3) an equity pedagogy; (4) prejudice reduction; and (5) creating an empowering school culture and social structure. Developing a "border pedagogy," as outlined by Barry Kanpol means that teachers will seek similarities within differences to incorporate the "other" into social relations and to identify with those who have felt alienation and oppression. Self-reflection will enable teachers to develop this border pedagogy. (SLD) dyads in Berlin, Germany. The children attended second- to fifth-grade classrooms. Findings revealed influences of parents' social relationships on children's peer relationships. Unexpectedly, the higher parents assessed the quality of their marital relationship, the fewer friendships their children reported, suggesting an orientation to the family that excludes others. The number of parents' leisure-time friendships was positively associated with the number of children's friendships. Additionally, the leeway that mothers granted to their children for organizing activities with friends, and parents' knowledge of children's friends were positively related to children's friendships. Mothers' authoritarian educational style predicted children's feelings of loneliness. A model was proposed that combines direct influences of parents' relationships on children's social integration as well as indirect influences that are mediated by parenting. (Author/KB)

ED 435 497 PS 028 108

Schmid, Margaret
Health Plan Performance Measurement: What It Is, How It Impacts CHIP and Medicaid, and Why Child Advocates Should Care. National Association of Child Advocates. Issue Brief.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 9p.; National Association of Child Advocates, 1522 K Street, N.W., Suite 600, Washington, DC 20005 ($5). Tel: 202-289-0777.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Children; Health Insurance; *Health Maintenance Organizations; *Measurement Techniques; Program Effectiveness; Program Evaluation
IDENTIFIERS- Childrens Health Insurance Program; Medicaid

The development of standardized performance measurements, the widespread use of such measures in Medicaid, and the planned uses of such measures in the Child Health Insurance Program (CHIP) provide significant opportunities for child advocates to improve child health services. This issue brief describes the growth of managed care organizations, presents characteristics of performance measurement, and explores the conceptual framework underlying performance measurement in managed care. The brief describes the major approach to performance measurement currently in use. Also described is the widespread and growing use of performance measurement tools by state governments to assess quality in Medicaid and CHIP plans. Finally, the brief discusses how child advocates can use performance measurement information to help improve CHIP and Medicaid services for children. (KB)

ED 435 498 PS 028 122

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice. An Internet Journal on the Development, Care, and Education of Young Children, Fall 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 140p.; For individual papers, see PS 028 123-128. For Spring 1999 edition, see ED 428 886. Published biannually.
LANGUAGE- English

Spatig, Linda; Parrott, Laurel; Carter, Carolyn; Kusimo, Patricia; Keyes, Marian
We Roll Deep: Appalachian Girls Fight for Their Lives.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Philadelphia, PA, November 1998). Paper based on work conducted by the "Rural and Urban Images: Voices of Girls in Science, Math, and Technology" program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Aspiration; Blacks; Community Influence; *Disadvantaged; Empowerment; *Females; Parent Attitudes; Racial Bias; Resistance (Psychology); Secondary Education; *Secondary School Students; *Self Concept; *Sex Bias; Social Environment; Student Attitudes; Student Experience; Teacher Attitudes; Whites; Womens Education
IDENTIFIERS- African Americans; Appalachia; European Americans; Sense of Community; West Virginia

This paper chronicles the experiences of nine adolescent girls who participated in a 3-year science, mathematics, and technology program for Appalachian girls. The girls lived in two West Virginia communities (one rural, one urban). Most of the girls were poor; six were African American. Descriptions of the girls' neighborhoods and local communities show how these contexts provided serious obstacles and challenges to the girls' aspirations and at the same time were sources of powerful support and encouragement. All of the girls aspired to higher education and professional careers and aimed to realize those goals by deferring marriage and family commitments. Turning directly to issues of gender identity and voice, girls' perceptions of gender bias in school and community are examined, along with the extent to which the bias informed their developing sense of themselves. Both Black and White girls often spoke about their personal identities with confidence and did not hesitate to express frustration and indignation about gender unfairness in their families and schools. In contrast, some African American girls were unwilling to acknowledge or confront racial injustices. This inconsistency is discussed in terms of schools' intolerance of confrontation and adults' advice to pursue strategies of "resistance for survival" over "resistance for liberation." Programs targeting underserved populations must anticipate how they will address justice issues, which inevitably will arise. (Contains 34 references.) (SU)

ED 435 518 RC 022 134

Charter Schools: The Perspective from AEL's Region. AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Charter Schools; *Educational

NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Elementary School Students; *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 4; Intermediate Grades; *Mathematics Achievement; *Mathematics Education; Measurement; Number Concepts; Patterns in Mathematics; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Fourth grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 539 SE 062 928

Mathematics Fifth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computation; Elementary School Students; *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 5; Intermediate Grades; *Mathematics Achievement; *Mathematics Education; Number Concepts; Patterns in Mathematics; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Fifth grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 540 SE 062 929

Mathematics Sixth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-930.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Computation; Elementary School Students; *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 6; Intermediate Grades; *Mathematics Achievement; *Mathematics Education; Number Concepts; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Sixth grade assessment materials and the "Strategies for Instruction in Mathematics" suggest tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

IDENTIFIERS- Dialogic Communication; Teacher Researcher Relationship

In this book, the chosen theme is the democratic school or, more precisely, the democratization of school processes. Democratization as a concept provides a firm basis for concocting a strong antidote to the norms, standards, and uniformity of the application of market logic to educational analysis and policymaking. By pointing the spotlight directly upon the "differences" between people and groups and how these are both something one has to deal with in some way or other and something that provides possibilities for fruitful, creative life chances, the debate is continually forced open about how to define the "three Es" of market principles in education--economy, efficiency, and effectiveness--as a basis for resistance. The book is divided into the following chapters: (1) "Democratic Action Research Entrances"; (2) "How Are Teachers Important?" (3) "Why Not Just Leave the School in Peace?" (4) "How to Create a More Democratic Lifestyle?" (5) "Making Classroom Practice a Theme"; (6) "Who Owns and Runs This Business?" (7) "Who Owns and Runs the Dialogue?" (8) "Teacher-Researcher Relationships--How Close Can They Be?" (9) "Co-operative Roles in Research and in Development"; (10) "How Can the Methods Be Used?" (11) "Sharing Power with Teachers"; and (12) "How to Get Further in Innovation." Contains a 73-item reference list. (BT)

ED 435 565 SO 029 673

Jensen, Knud, Ed.; Larsen, Ole B., Ed.; Walker, Stephen, Ed.
Democracy in Schools, Citizenship and Global Concern. Didaktiske Studier. Studies in Educational Theory and Curriculum, Volume 18.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship; *Democracy; Elementary Secondary Education; Foreign Countries; *International Education; Nongraded Instructional Grouping; *School Community Relationship; *School Culture
IDENTIFIERS- Denmark; *Dialogic Communication; England; Estonia; *Global Issues; Music Videos; Russia

One way to explore how the relationship between schools and the local culture can be enriched and transformed is a fruitful dialogue among different communities. The conference that is reported on in this collection was concerned with using three "talking points" as a platform: democratization, citizenship, and global concerns. The collection is divided into the following four chapters: (1) "Introduction"; (2) "Classroom Processes"; (3) "Curriculum"; and (4) "Autonomy." Articles found in the chapters, include: (1) "Improving Education--How to Get Further in Innovation?" (Knud Jensen; Ole B. Larsen; Stephen Walker); (2) "Sharing Influence with Pupils: Some Theoretical Considerations," (Knud Jensen; Ole B. Larsen; Stephen Walker); (3) "The Democratisation in the Classroom," (A. Rogacheva); (4) "Ungraded Primary School and Education for Citizenship," (Juhani Hytonen); (5) "Gender and Educational Disadvantage: Teenage Girls' Access to Discourses of Desire, Power and Injustice," (Pam Gilbert; Rob Gilbert); (6) "The Music Video as Educational Text," (Susanne V. Knudsen); (7) "Democratization, Citizenship and Action Competence," (Karsten Schnack); (8) "Innovation in Schools and Democratic Action Competence," (Ole B. Larsen); (9) "Citizen Entitlement and skills. In addition, some questions measured participatory skills and/or civic dispositions. This packet presents sample questions and student responses from the 1998 civics assessment for grades 4, 8, and 12. Student performance on each question is associated with one of the three achievement levels: (1) basic; (2) proficient; or (3) advanced. In addition, each question is accompanied by a table that indicates, for multiple-choice questions, the percentage of students within each achievement level who responded correctly, and, for constructed-response questions, the percentage of students within each achievement level whose responses were scored "acceptable" or better. The correct answer for each multiple-choice question is indicated. The topics covered in the highlights include: (1) "NAEP in a Nutshell"; (2) "The NAEP 1998 Civics Assessment"; (3) "Grade 4 Sample Questions and Responses"; (4) "Grade 8 Sample Questions and Response"; (5) "Grade 12 Sample Questions and Responses"; (6) "Results and Responses for the Nation"; (7) "School and Home Factors Related to Civics"; and (8) "Other Publications and Related Materials." (LB)

ED 435 585 SO 031 403

Torney-Purta, Judith; Schwille, John; Amadeo, Jo-Ann
The IEA Civic Education Study: Expectations and Achievements of Students in Thirty Countries. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For document reporting on Phase 1 of the IEA study, see ED 431 705 (Civic Education across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; Democracy; Democratic Values; Educational Assessment; Educational Planning; Evaluation Methods; Foreign Countries; Knowledge Level; *Political Issues; Program Evaluation; Secondary Education; Social Studies; *Student Evaluation
IDENTIFIERS- Canada; Chile; Colombia; ERIC Digests; Europe; Hong Kong; *International Assn Evaluation Educ Achievement; Israel; Russia; Taiwan

This ERIC Digest reports on the origins, purposes, and methods of the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study. In 1993, the General Assembly of the IEA decided to carry out a two phase study of civic education. The goal of the two phase study was to identify and examine in a comparative framework the ways in which young people are prepared for their roles as citizens in democracies and societies aspiring to democracy. Both phases of the study were designed to provide information regarding 15 questions of interest to policymakers and educators. The three content domains covered in the study were: (1) democracy, democratic institutions, and citizenship; (2) national identity and international relations; and (3) social cohesion and diversity (including an understanding of discrimination). Phase 1 of the study was more qualitative and used interviews with experts on civic education, analyzed curriculum frameworks, national standards, and textbooks, and gathered information from focus groups. Twelve common themes were identified including: (1) there is a common core of content topics across countries; and (2) social diversity is an area of concern in

Education; Higher Education; *Peace; Preservice Teacher Education; Student Teacher Attitudes; *Teacher Role
IDENTIFIERS- Bolivia; Egypt; Namibia; *Peace Education; Social Capital; *Transformative Education

Teacher training across the world has typically assumed a functionalist role in preparing individuals to stand in front of children in classrooms and impart acceptable knowledge. The limitations of this approach have led, in recent years, to the development of new kinds of teacher education which reorient the role of the teacher in powerful ways. This article introduces several transformative approaches to teacher education internationally. It also seeks to extend the notion of transformative teacher education. Building on the aspirations of the Culture of Peace Program initiated by UNESCO (United Nations Educational, Scientific, and Cultural Organization), the paper discusses how teacher education might make a more deliberate contribution to the development of a culture of peace. The paper presents the characteristics of three innovative teacher education programs (in Bolivia, Namibia, and Egypt). Grounding the discussion in the movement from a mechanistic to a holistic world view, the paper uses insights from peace education, conflict transformation, and social capital theory to suggest potential ways in which teacher education might become a peace building enterprise. (Contains 35 references.) (Author/SM)

ED 435 607 SP 038 857

Chan, Jacqueline K. S.
Student Teachers' Beliefs - What Have They Brought to the Initial Teacher Training.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Prior Learning; Student Characteristics; Student Role; *Student Teacher Attitudes; Student Teachers; Teacher Role
IDENTIFIERS- Hong Kong

This study analyzed the beliefs of student teachers in two Hong Kong teacher training programs: the Post-Graduate Diploma of Education (PGDE) and the Teachers' Certificate (TC) programs. It examined student teachers' beliefs when they first entered the program and noted characteristics of the beliefs. Ten student teachers from a 1-year PGDE (secondary) course and 10 student teachers from a 2-year TC program participated. Data were collected via semi-structured interviews regarding: important aspects of education, the teacher's role, the learner's role, learning difficulties of learners, how subject matter should be taught in schools, and important factors for successful teaching and learning. Student teachers have developed their beliefs in teaching and learning before entering their initial teacher training program. The content of their beliefs was closely related to their past experiences. The content formed a network of belief systems of teaching and learning in different dimensions. Student teachers' beliefs seemed deeply rooted in their environment and culture. Their beliefs reflected two distinctive types of views on teaching and learning: ideal and reality. The two groups of student teachers differed in their beliefs about teaching and learning. TC students were not as confident as PGDE student teachers in subject matter knowledge. They were also younger and less

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; English; *Feedback; Junior High Schools; Performance Based Assessment; Scores; *Scoring; *State Programs; *Test Results; Testing Programs; *Writing Tests
IDENTIFIERS- *Nevada

The effect of rapid feedback for a state writing assessment on subsequent writing performance was investigated. In addition, the agreement between teachers' scores for the state writing assessment and state department scores was analyzed. Eighth grade English teachers (n=8) were trained in analytic trait scoring of writing assessments. They then scored their own students' state writing assessments soon after administration of the assessment. Teachers also scored assessments for a partner teacher's class. Normally, scores would not be available to teachers for several weeks following the assessment. A parallel writing assessment was administered to the classes of the eight participating teachers and to eight control classes. Results show good agreement between the teachers' scores and the scores assigned by the state department. There was fair agreement (76%) on the adequate-inadequate designation of student writing between the teachers and the state department. There was no difference between the writing performance for students of project teachers and students in the control classes. Teachers thought that the writing assessment was useful and that it would be more useful if results were received earlier in the school year. An appendix contains the teacher questionnaire. (Contains 3 tables and 18 references.) (SLD)

ED 435 630 TM 030 228

Anderson, Lorin W.
Rethinking Bloom's Taxonomy: Implications for Testing and Assessment.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Cognitive Processes; Educational Assessment; *Educational Objectives; Guides; Scoring; Test Construction; *Test Items
IDENTIFIERS- *Blooms Taxonomy; Scoring Rubrics

This paper describes a work in progress on a second edition of "Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain," also known as "Bloom's Taxonomy" (B. Bloom and others, Eds., 1956). The new edition will be grounded in the collective wisdom of the original "Handbook," but will incorporate contextual and conceptual changes that have taken place since its publication. Like the original, the new handbook will contain five chapters describing the background, structure, and implications of the revised taxonomy; but the second section, instead of containing sample objectives and test items, will contain vignettes illustrating applications of the revised taxonomy in schools. The new edition will make a distinction between knowledge as the process of recall and knowledge as the content that is recalled, designating the first category of the cognitive process dimensions as "remember." Cognitive processes will be conceptualized somewhat differently, with the acknowledgment of a broader range of contextual factors that influence learning and the use of cognitive processes. Three implications of the teachers. The chapters are: (1) "Introduction"; (2) "Determining How Your Assessments Will Be Interpreted and Used"; (3) "Establishing Measurable Objectives and Goals"; (4) "Gathering Evidence of Validity"; (5) "Generalizing Observed Performance to Unobserved Performance"; (6) "Completion and Short-Answer Items"; (7) "Essay Items"; (8) "Multiple-Choice Items"; (9) "Alternate-Choice Items"; (10) "Learning How To Take Written Tests"; (11) "Informal Observations and Questions"; (12) "Considerations When Using Performance Assessments"; (13) "Creating Performance Assessments"; (14) "Portfolios"; (15) "Interpreting Classroom Assessments"; (16) "Reporting Student Performance to Parents and Others"; and (17) "Interpreting and Using Standardized Tests." (Contains 41 figures, 14 tables, and 96 references.) (SLD)

ED 435 653   TM 030 275

Puckett, Margaret B.; Black, Janet K.
Authentic Assessment of the Young Child: Celebrating Development and Learning. Second Edition.
PUB DATE- 00
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Child Development; Diversity (Student); *Early Childhood Education; *Educational Assessment; *Performance Based Assessment; *Young Children
IDENTIFIERS- *Authentic Assessment

The first edition of this book was written to encourage practitioners to adopt more "authentic" assessment practices. This second edition has been expanded to include new information and scholarship about the authentic assessment of young children and the types of information teachers need to implement quality authentic assessment strategies. The chapters are: (1) "Authentic Assessment: An Emerging Paradigm"; (2) "Implementing Authentic Assessment with Young Children"; (3) "The Basic in Authentic Assessment: Understanding Child Development and Learning"; (4) "Knowledge of Cultures and Developmental Diversity"; (5) "Knowledge of Subject Matter Content in the Curriculum"; (6) "Planning for Authentic Assessment"; (7) "Portfolio Development and Assessment"; (8) "Collaborating with Young Children To Promote Their Self-Assessment and Learning"; (9) "Collaborating with Families To Promote Authentic Assessment"; and (10) "Advocating for Quality Authentic Assessment Practices." Two appendixes contain a checklist for diversity in early childhood education and care and a discussion of developmentally appropriate practices for young children. (Contains 7 tables, 59 figures, and 344 references.) (SLD)

ED 435 654   TM 030 276

Nitko, Anthony J.
Educational Assessment of Students. Second Edition.
PUB DATE- 96
NOTE- 487p.; A revision of "Educational Tests and Measurement: An Introduction."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For

ED 435 676   TM 030 306

Smith, M. Lynne
From "When the Bell Say" to "In the Almost Dark": Learning from
  Children's Concepts of Time.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American
  Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Children; Constructivism
  (Learning); Cooperation; Day Care; Elementary Education;
  *Empowerment; *Evaluation Methods; Program Evaluation; *Time;
  Urban Schools
IDENTIFIERS- Empowerment Evaluation; Participatory Evaluation

Collaborative, participatory, and empowerment research (D. Fetterman and others, 1996) presents particular challenges and special rewards for evaluators working with children. This paper describes some of what one evaluator learned from the process of designing and using in data collection and analysis a structured interview for children (ages 5-14) involved in School Age Child Care projects in Ohio's urban districts. From the rich variety of children's responses to the questions "What time do you leave home in the morning to come here" and "What time do you get home from here?," the patterns in the data led the evaluator into rewarding explorations of: (1) the cultural constructions of time (A. Gell, 1992; R. Levine, 1997; Bloch, 1998) and (2) the ways children's voices can become part of evaluation products and presentations in ways that empower both the children and the programs in which they participate. (Author/SLD)

ED 435 677   TM 030 307

Burnham, Byron R.
Cluster Evaluation as Program Development.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American
  Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Cluster Grouping; Evaluation Methods; Groups;
  *Leadership; Models; Needs Assessment; Program Evaluation
IDENTIFIERS- Kellogg Foundation

Cluster evaluations have been defined as involving multiple sites, focusing on longer term projects, involving substantially different approaches to similar problems, and improving the social condition. Cluster evaluation is illustrated through the description of an initiative funded by the W. K. Kellogg Foundation called the Leadership for Institutional Change (LINC) program. LINC seeks to provide support and guidance for new leadership models in higher education among land grant universities. Cluster evaluators were identified rather early in the LINC process, but only after the extensive needs analysis had been conducted. The cluster evaluator did have some input into the process of initiative design. Experiences from the LINC initiative and other cluster evaluations have resulted in a proposed cluster

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cheating; Discipline Problems; Elementary Secondary Education; Ethics; Higher Education; Identification; Legal Problems; *Prevention; *Testing Problems
IDENTIFIERS- High Stakes Tests

The problems of cheating on tests and what to do about it are explored, beginning with information on the methods used to cheat. Methods to detect cheating, circumstances that promote cheating, and ways to respond at the individual and institutional levels are outlined. The chapters are: (1) "An Introduction to Cheating: The Wrong and the Short of It"; (2) "Frequency and Perceptions of Cheating"; (3) "How To Cheat: A Compendium of Methods"; (4) "Cheating in Postgraduate and Professional Contexts"; (5) "Cheating in Other Countries and Cultures"; (6) "Correlates of Cheating"; (7) "Detecting Cheating on Tests"; (8) "Responding to Cheating"; (9) "Deterring Cheating: An Ounce of Prevention"; (10) "Legal issues and Cheating"; and (11) "Cheating and the Ethos of Testing." Three appendixes discuss statistical methods for detecting cheating, academic integrity policy models, and a sample due process policy. (Contains 24 tables, 8 figures, and 406 references.) (SLD)

ED 435 700 TM 030 331

Minnesota Family Service Collaboratives: 1998 Outcome Reports.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Attendance; *Cooperative Programs; Elementary Secondary Education; Evaluation Methods; *Family Programs; *Integrated Services; Program Evaluation; *Social Services; Urban Schools
IDENTIFIERS- *Minnesota

In 1993 the Minnesota Legislature provided funding to establish local collaborative initiatives to integrate services and improve outcomes for children and families. This report is based on the individual outcome reports mandated for the 24 collaboratives that first received implementation grants in 1995 or 1996. Information from a variety of sources is reported in the categories of child and family health, family functioning, school performance, youth development, and organizational and systemic change. Improvements have been noted in each of these areas. Collaboratives have been focusing their educational efforts on such things as improved school attendance and increased graduation rates. The first two appendixes discuss core outcomes and performance indicators and the collaborative data-based decision-making process. The third appendix contains the 2-year outcome reports for the 24 collaboratives. (Contains 10 references.) (SLD)

ED 435 701 TM 030 332

Fan, Xitao; Wang, Lin
Practical Guidelines for Evaluating Sampling Designs in Survey Studies.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

schools achieving exemplary growth received incentive bonuses equivalent to $1,500 per certified teacher and $500 per teacher assistant. Incentive amounts have not been finalized for 1998-99, but the assumption is that the amounts will be the same. Three tables give the test results for each school. (SLD)

ED 435 723 TM 030 354

Fejoku, Caroline Gay
Scholastic Assessment Test (SAT) Results, 1998-99. Measuring Up. E&R Report No. 00.04.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; College Bound Students; *College Entrance Examinations; *High School Seniors; High Schools; Scores; *Test Results
IDENTIFIERS- *Scholastic Assessment Tests; *Wake County Public School System NC

This report presents Scholastic Assessment Test (SAT) results for high school seniors in the Wake County Public School System (WCPSS), North Carolina. In Wake County, the number of seniors taking the test rose to 3,496 in 1998-99, an increase from 3,377 in 1997-98 (3.5%). The average SAT score for WCPSS seniors in 1998-99 (1059) was the third highest in the state. The average score for WCPSS students increased by seven points over the preceding year, the fifth consecutive year of rising scores. The national average score was 1016. The WCPSS total score increase of 60 points over 10 years greatly exceeds state and national average increases. Tables contain scores for the WCPSS, each school, and the United States for the verbal and mathematics tests of the SAT I, with scores grouped by family income, parents' education level, and high school rank. (Contains 6 tables, with Table 6 divided into the 13 system schools.) (SLD)

ED 435 724 TM 030 355

Patrick, Ertha S.
School-to-Career Program. Feedback. Publication Number 98.11.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Articulation (Education); *Career Education; Education Work Relationship; *High School Students; High Schools; Program Evaluation; School Districts; *Tech Prep; Technical Occupations
IDENTIFIERS- *Austin Independent School District TX

School-to-Career (STC) describes a system of integrated school-based and work-based learning that integrates academic and occupational learning in the Austin Independent School District (AISD), Texas. STC, or Career and Technology Education (CATE) students are grouped into categories according to level of participation as CATE Elective, CATE Coherent (completion of a coherent sequence of course work), and Tech Prep (completion of a coherent sequence of course work within a pathway with state approved articulation courses). This report documents and presents demographic and collective STC data for the 1998-99 school year. Between August 1998 and May 1999, 18,261 students

ED 435 746   TM 030 398

Rothman, Jay
Action Evaluation: Helping To Define, Assess, and Achieve Organizational Goals.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; *Formative Evaluation; Intervention; *Organizational Development; Program Evaluation; Summative Evaluation; *Training; *Volunteers
IDENTIFIERS- *Mediation

The action evaluation process at a mediation agency in Dayton, Ohio, that offers the services of trained volunteers is described. Action evaluation is an integrated research and intervention methodology for helping to define, promote, and assess success in an endeavor, while using evaluation as a bridge between research and practice in ways that promote greater quality in both. The action evaluation process includes: (1) a baseline stage that incorporates a systematic process for cooperative goal setting, team-building and participatory decision making; (2) a formative stage in which participants refine their goals and begin working toward them; and (3) a summative stage in which participants take stock of their progress using their evolved goals to establish criteria for retrospective assessment. How these stages evolved at the Dayton Mediation Center is described. The experiences of the Center show that action evaluation is more than an effective process of goal articulation and data gathering that systematizes actions normally done in the design and implementation of most conflict resolution and organizational development processes. (SLD)

ED 435 747   TM 030 399

Maloch, Beth
Shifting to Student-Centered, Collaborative Classrooms: Implementing Student-Led Discussion Groups.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Discussion Groups; Educational Change; *Elementary School Students; Grade 3; Literature; Primary Education; *Teacher Role

The teacher's role in supporting students as they shifted from teacher-led discussions to student-led discussions was studied as part of an ethnographic study of teacher-student interactions in a third grade classroom serving 29 students. Field notes, video recordings, transcripts of classroom sessions, and teacher interviews were used to collect information about patterns of student and teacher participation during teacher-led and student-led literature classes. The teacher's role within the literature discussion groups was active, complex, and dynamic. The change from a teacher-led discussion format was not easily accomplished. Students tended to fall back into old patterns, but the teacher facilitated and

PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; Educational Change; Educational Policy; Elementary Secondary Education; Integrated Activities; *Learning; *Mental Health; Mental Health Programs; *Partnerships in Education; *Policy Formation; School Restructuring
IDENTIFIERS- *Student Support Services

This report provides a brief overview highlighting why policymakers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and school-community partnerships. The report also suggests ways to accomplish this. It is time for reform advocates to expand their emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning. School reformers like to say that their aim is to ensure that all children succeed, and this third component is the key to making "all" more than the rhetoric of reform. Three appendixes discuss restructuring student support services, school-community partnerships, and rethinking the committee structure of a school board. (Contains 6 figures and 15 references.) (SLD)

ED 435 769 UD 033 168

Adelman, Howard; Taylor, Linda
Expanding Policy Leadership for Mental Health in Schools: Report from the Mini-Summit (Los Angeles, California, June 24, 1999).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; Conferences; *Educational Policy; Elementary Secondary Education; Federal Legislation; *Government Role; *Leadership; *Mental Health; Mental Health Programs; *Policy Formation; *School Psychologists

Participants at a conference on mental health in schools highlighted the following policy initiatives as a sampling of current activity that could benefit efforts to enhance mental health in schools: (1) new interagency programs for safe schools and healthy students that link the resources of several federal agencies; (2) an enhanced focus on mental health in the Head Start initiative and Justice Department programs for youth in detention; (3) efforts by the Health Resources and Services Administration (U.S. Department of Health and Human Services); and (4) reauthorization of federal legislation that focuses on mental health in schools through state infrastructure grants and national centers. Gathering additional information and disseminating accumulated information will help expand the policy leadership pool focused on mental health in schools. Four appendixes list conference participants and policy academies, discuss initiatives with relevance for mental health in schools, and set forth some frameworks for analyzing policy in this area. (Contains 4 figures and 166 references.) (SLD)

ED 435 770 UD 033 171

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Church Role; Cultural Influences; *Documentation; *Early Childhood Education; *Electronic Journals; Foreign Countries; National Curriculum; Parent Teacher Cooperation; Partnerships in Education; *Preschool Curriculum; Public Policy; School Readiness; Student Projects; Teaching Methods
IDENTIFIERS- Italy; Japan; Norway; Project Approach (Katz and Chard); Sweden; Video Cameras

Early Childhood Research & Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. ECRP also includes articles and essays that present opinions and reflections. This issue of ECRP contains the following major articles: (1) "Instant Video Revisiting: The Video Camera as a 'Tool of the Mind' for Young Children" (George Forman); (2) "The Role of Religious Beliefs in Early Childhood Education: Christian and Buddhist Preschools in Japan" (Susan Holloway); (3) "What Should Children Learn? Making Choices and Taking Chances" (Rebecca New); (4) "A Comparison of the National Preschool Curricula in Norway and Sweden" (Marit Alvestad and Ingrid Pramling Samuelsson); (5) "Public Factors That Contribute to School Readiness" (Diane Edwards); and (6) "The School Bus Project" (Ruth Harkema). The issue concludes with an ERIC database search on international perspectives on early childhood education and a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (LPP)

ED 435 499 PS 028 123

Forman, George
Instant Video Revisiting: The Video Camera as a "Tool of the Mind" for Young Children.
PUB DATE- 99
NOTE- 7p.; This article is the first of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Documentation; Early Childhood Education; Educational Innovation; Educational Technology; Teacher Role; Teacher Student Relationship; *Videotape Recorders; *Videotape Recordings; *Young Children
IDENTIFIERS- *Video Cameras

Once used only to record special events in the classroom, video cameras are now small enough and affordable enough to be used to document everyday events. Video cameras, with foldout screens, allow children to watch their activities immediately after they happen and to discuss them with a teacher. This article coins the term instant video revisiting (IVR) to describe this process and, using classroom video clips, explores the educational value of IVR. (Author)

ED 435 500 PS 028 124

Holloway, Susan D.

Legislation; *Educational Policy; Educational Vouchers; Elementary Secondary Education; Institutional Characteristics; Small Schools; *State Legislation
IDENTIFIERS- *Appalachia Educational Laboratory WV; Kentucky; Tennessee; Virginia; West Virginia

A charter school is a public school that is operated under a detailed contract with a public agency and that may be exempt from many state and local regulations. This policy brief provides a brief overview of charter school characteristics and legislation, and discusses the concerns of policymakers in four states: Kentucky, Tennessee, Virginia, and West Virginia. Following a definition of charter schools, viewpoints for and against charter schools are examined. A profile of charter schools points out that most are small, are nongraded or nontraditional in grade configuration, and have student demographics similar to other public schools. Governance is determined by state legislation, and the extent of charter school autonomy varies widely. Issues that policymakers must address in charter school legislation are listed. Results of research on charter school effectiveness have been mixed. The following concerns are specific to the four-state region: the rural nature of much of the region, which creates problems related to facilities and transportation; issues related to equity of school funding; and the above-average number of special education students in the region. The status of charter school legislation in each of the states is described. Sidebars discuss vouchers, examine how federal criteria affect funding for state and local charter school proposals, and list related Web sites. (Contains 31 references.) (SV)

ED 435 519 RC 022 137

Howley, Craig B.; Howley, Aimee A.
Rural as Context.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Detroit, MI, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Elementary Secondary Education; Misconceptions; Role of Education; *Rural Education; *Rural Environment; *School Community Relationship; Social Bias
IDENTIFIERS- Globalization; *Sense of Place

This essay explains two ways in which "the rural" serves as context. The common way interprets the rural lifeworld as an impediment to certain projects and goals, thus framing "the rural" as a subjugated and diminished reality. The other way is called "the rural circumstance" in order to situate the rural lifeworld as a center of attention, not as something to get rid of. This focus reverses the implied agency so that cultivation of the purposes and commitments of such a lifeworld becomes the object of care. The argument draws on the work of Raymond Williams and Jurgen Habermas. Habermas proposes that institutions of capital "suck meaning" from the lifeworld--actual life-spaces of people, rural and otherwise. For Williams, it is essential for those who care about rural places to imagine decent rural futures for them, i.e., to reconstruct and fashion new "rural" meanings. These decent futures would diverge sharply from those imagined from the cosmopolitan perspectives that dominate global firms, universities, and agencies of national will. Such decent futures would reflect a

ED 435 541 SE 062 930

Mathematics Eighth Grade Observation Profile for On-Going Assessment and End of the Year Evaluation.
PUB DATE- 99
NOTE- 5p.; For Mathematics Profiles for other grade levels, see SE 062 924-929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Criteria; Evaluation Methods; Geometry; *Grade 8; Junior High School Students; Junior High Schools; *Mathematics Achievement; *Mathematics Education; Number Concepts; Problem Solving; Statistics; *Student Evaluation

This profile is designed as a recording sheet for monitoring an individual student's progress throughout the school year. Eighth grade assessment materials and the "Strategies for Instruction in Mathematics" suggests tasks and questions that can be used for on-going and summative assessment. Directions for use and descriptions of levels of performance are presented. (ASK)

ED 435 542 SE 062 931

Resources for Grade Ten Mathematics.
PUB DATE- 99
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Functions (Mathematics); Geometry; *Grade 10; High Schools; *Mathematics Activities; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; Statistics

This book features a set of problems assembled to reflect the criteria of the mathematics portion of the North Carolina High School Comprehensive Test. The problems are not necessarily suited to timed situations but rather are intended for classroom use by teachers to review high school mathematics and build upon concepts and skills developed in the middle school years. The problems are in a blackline master format, generally four items to a page, and in 18- or 24-point type for easy use as overhead transparencies. They are organized according to the Comprehensive Test criteria. (ASK)

ED 435 543 SE 062 941

Etsey, Y. Kafui; Snetzler, Suzi
A Meta-Analysis of Gender Differences in Student Attitudes toward Mathematics.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Anxiety; Mathematics Education; *Meta Analysis; *Sex Differences; *Student Attitudes

Everyday Experience: An Approach to Education for Citizenship, Democracy, and Global Concern," (Rob Gilbert); (10) "Some Questions of the Process of Democracy of Education in Russia," (Helena Kurakina); (11) "Educational Policy in Contemporary Estonia," (Lembit Turnpuu; Matti Piirimaa); (12) "Democratisation, Citizenship and International Education," (Knud Jensen); (13) "The School in Copenhagen. An Introduction to Grondalsvaengets Skole," (Per Flemming Jorgensen); (14) "School No. 825, Moscow" (Vladimir A. Karakovsky); (15) "Holy Trinity R.C. Secondary School, Birmingham" (Tom Temple); (16) "St. Bernadette's R.C.J./I School, Birmingham" (John Mcnally); and (17) "Project Democratisation, Citizenship and International Education" (Stephen Walker). (BT)

ED 435 566 SO 029 679

Greenburg, Hazel Sara, Ed.
Teaching about Global Issues: Population, Health, Hunger, Culture, Environment.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; Developed Nations; Elementary Secondary Education; Foreign Countries; *Global Education; Health Needs; Hunger; Population Trends; *World Problems
IDENTIFIERS- Environmental Problems; *Global Issues

This curriculum guide is a compilation of curriculum pieces that have appeared either in "Intercom" or in another earlier curriculum guide but are still vital and relevant; what binds the issues in the pieces together is the urgency of the problems they pose--urgent issues for both developed and "underdeveloped" nations anywhere on the face of the earth. Materials in the guide have been statistically updated, and many of the classroom strategies incorporate some of the most recent knowledge about student learning. Activities in the guide are: (1) "Setting a Framework in Teaching about Global Issues"; (2) "Becoming a Population Detective"; (3) "What Is Hunger? What Is Health?"; (4) "Digging to the Roots of Hunger"; (5) "Helping to End Hunger"; (6) "Shared Understanding"; (7) "How Can We Best Understand Life in Developing Countries?"; (8) "Perception and the Environment"; (9) "Is There a Water Crisis?"; (10) "Developing an Energy Policy--A Decision Making Simulation"; (11) "On Your Own"; and (12) "A Feeling for the Earth." Each activity contains performance objectives, classroom procedures, worksheets, and fact sheets. (BT)

ED 435 567 SO 029 734

Schue, Lori VanKirk; Evans, Joy, Ed.
Recyclables. ArtWorks for Kids.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Art Products; *Creative Expression; Elementary Education; *Handicrafts; *Recycling; *Student Projects

The projects in this book were designed to introduce art to nearly all countries participating in the study. Phase 2 of the study will analyze test data from 120,000 students aged 14 and 17-18 from the participating countries. The test instrument includes items about democratic principles, citizenship, political engagement, fact based instruction, and classroom climates. Teacher and school questionnaires also are to be administered. The release of the Phase 2 report will be in early 2001. (JH)

ED 435 586 SO 031 404

Nelson, Lynn R.; Nelson, Trudy A.
Learning History through Children's Literature. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Literature; Educational Research; Elementary Education; *History Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- ERIC Digests; Trade Books

Teaching history using children's literature, both fiction and non-fiction, is an old idea enjoying new vitality in the elementary and middle school curriculum. This digest discusses: (1) the revival of interest in teaching history through children's literature; (2) research-based guidelines for teachers of history and children's literature, and (3) an innovative method of teaching history using children's literature. Teachers can enhance children's historical understanding by using instructional strategies that place a particular event or time period within the context of a broader framework of time. The history fair, a seven-week unit created by a fifth-grade teacher to teach research skills, illustrates the connection between historical fiction and nonfiction and challenges students to demonstrate their learning in a public forum as they become experts on topics that interest them. (Contains 11 references.) (JH)

ED 435 587 SO 031 422

Pinhey, Laura A., Ed.
Resources on Hot Topics in the Social Studies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Elementary Secondary Education; *Global Education; *Law Related Education; *Multicultural Education; *Social Studies
IDENTIFIERS- ERIC Digests; *National Council for the Social Studies; *Scope and Sequence

This compilation of annotated bibliographies focuses on current popular and important topics in social studies education. The bibliographies, drawn from the ERIC database of education-experienced. (Contains 10 references.) (SM)

ED 435 608 SP 038 858

van der Westhuizen, Philip C.; Mosoge, M. J.
Teacher Deprivation in School Based Management in South Africa.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Toronto, Ontario, Canada, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Participative Decision Making; Principals; *School Based Management; Teacher Administrator Relationship; *Teacher Participation; *Teacher Role; Teachers
IDENTIFIERS- South Africa

This study examined the extent of teacher participation in school management. Participants were 260 teachers and 40 principals from random samples of schools in each of three education districts in South Africa. Researchers administered a closed questionnaire that asked the teachers and principals to indicate their actual and desired participation in each of a list of management activities on a Likert-type scale. Some of the management activities included: creating the school budget, making a year-long plan of school activities, setting standards for teacher evaluation, orienting new students, setting conduct rules for teachers, recruiting new teachers, determining school goals and objectives, inducting new teachers, determining plans to meet school goals, guiding teachers who shared a subject/department team, and setting standards for amount of written work and tasks. The response rate to the survey was 74.6 percent for teachers and 95 percent for principals. According to the results, teachers reported participation deprivation across the board in all management activities. Teachers had a high level of deprivation on most of the activities and a medium level of deprivation on only four of the items. (Contains 30 references.) (SM)

ED 435 609 SP 038 859

Chan, Kam Wing; Galton, Maurice
Cooperative Learning in Hong Kong Schools: Attitudes of Teachers and Pupils towards Cooperative Group Work.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Group Activities; Interpersonal Competence; *Student Attitudes; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Hong Kong

This study investigated Hong Kong elementary school teachers' and students' attitudes toward cooperative learning. Teachers from one school completed a two-part questionnaire. Part 1 asked for personal information. Part 2 had eight sections that discussed: organizational strategies used in the classroom; frequency of using classroom organizational strategies in four core subjects; the basis of grouping for small group work; group size; how group tasks were organized; social skills of working expected changes are noted. First is the importance of diversity in educational assessment. Another aspect is considering the relationships among tasks in designing assessment; and still another is the realization that the structure of the taxonomy is more likely to be evident in the scoring rubric than in the tasks themselves. The new "Handbook" is a work in progress, and the revised taxonomy has yet to be completed. It is not yet known how learning, curriculum, instruction, and assessment will interface in the final version. (SLD)

ED 435 631 TM 030 229

Herman, Joan L.
Large-Scale Assessment in Support of School Reform: Lessons in the Search for Alternative Measures. CSE Technical Report 446.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Change; Elementary Secondary Education; Literature Reviews; Multiple Choice Tests; *Performance Based Assessment; Professional Development; Psychometrics; *Test Use
IDENTIFIERS- *Alternative Assessment; *Large Scale Assessment; Reform Efforts

This article provides an historical perspective on current interest in alternative assessment in the United States and identifies critical qualities that good assessment should exemplify. The paper then reviews research results regarding the technical quality and consequences of using this new form of assessment for large-scale accountability purposes and concludes with implications for future practice. The 1990s have witnessed an explosion of interest in performance assessment in the United States as a policy tool to support accountability and school improvement. In the unique environment of the United States, which values the efficiency and psychometric qualities of multiple-choice testing and fears the litigation that might accompany high-stakes assessments that do not meet technical standards, states, school districts, and others have focused on technical efforts to bring alternative assessment to reality. With appropriate professional development and supportive local contexts, new assessment can support meaningful change and improvement of educational practices. (Contains 113 references.) (SLD)

ED 435 632 TM 030 231

Shinkfield, Anthony J.; Stufflebeam, Daniel L.
Teacher Evaluation: Guide to Effective Practice. Evaluation in Education and Human Services.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 408p.; "With contributions by: Carol Anne Dwyer, Sandra Horn, Madeline Hunter, Edward Iwanicki, Richard Manatt, Thomas McGreal, Robert Mendro, William Sanders, William Webster, Graeme Withers."
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Learners) (051),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Performance Based Assessment; Reliability; *Secondary School Teachers; *Student Evaluation; Tables (Data); Teacher Education; *Test Construction; Textbooks; Validity
IDENTIFIERS- *Authentic Assessment

This book focuses on the professional practices of elementary and secondary school teachers. It can serve as the textbook for an undergraduate or first graduate course in educational assessment, and no formal work in statistics or college mathematics is necessary to understand the text. The chapters are: (1) "Classroom Decision Making and Using Assessment"; (2) "Goals and Learning Targets of Instruction"; (3) "Validity of Assessment Results"; (4) "Reliability of Assessment Results"; (5) "Professional Responsibilities, Ethical Behavior, and Legal Requirements"; (6) "Planning for Integrating Assessment and Instruction"; (7) "Completion, Constructed-Response, and True-False Items"; (8) "Multiple-Choice and Matching Exercises"; (9) "Essay Assessment Tasks"; (10) "Higher-Order Thinking, Problem-Solving, and Critical Thinking"; (11) "Alternative Varieties of Objectively Scored Items"; (12) "Performance, Alternative, and Authentic Assessments"; (13) "Performance Tasks, Portfolios, Rating Scales, and Scoring Rubrics"; (14) "Formal and Informal Diagnostic Assessments"; (15) "Assembling, Administering, and Improving Assessments"; (16) "Evaluating and Grading Student Progress"; (17) "Standardized Achievement Tests"; (18) "Interpreting Norm-Referenced Scores"; (19) "Finding and Evaluating Published Assessments"; and (20) "Scholastic Aptitude, Career Interests, Attitudes, and Personality Tests." Ten appendixes contain discussions of topics related to educational assessment and basic statistics and some examples of educational assessment. (Contains 223 figures, 94 tables, and 455 references.) (SLD)

ED 435 655 TM 030 281

Lwanga, S. K., Ed.; Tye, Cho-Yook, Ed.; Ayeni, O., Ed.
Teaching Health Statistics: Lesson and Seminar Outlines. Second Edition.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; Health; *Health Personnel; *Lesson Plans; Research Methodology; Statistical Analysis; *Statistics; Teaching Methods

This book provides a selection of 23 lesson and seminar outlines designed to encourage the teaching of health statistics. It concentrates on a core of statistical knowledge judged important for all categories of health trainees, including medical students. Emphasis is placed on statistical principles and methods that can help health personnel make rational decisions concerning the management of individual patients or the monitoring of health systems. Topics represent an internationally applicable basic curriculum that reflects technological developments in data handling and information communication. Lessons and seminars are presented in sections related to: (1) statistical principles and methods; (2) health statistics; and (3) statistics in medicine. Attachments (annexes) contain supplementary data sets, statistical tables, and a chart of random numbers. (SLD) evaluation framework, which contains the following elements: (1) evaluate the planning context and client system; (2) assess the needs assessment; (3) evaluate and refine the program objectives; and (4) assess the proposed objectives and action plans. (SLD)

ED 435 678   TM 030 308

Herman, James D.
Three-Dimensional Modeling in Linear Regression.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000). Colored graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Predictor Variables; *Regression (Statistics); *Three Dimensional Aids
IDENTIFIERS- *Graphic Representation; *Linear Models

Linear regression examines the relationship between one or more independent (predictor) variables and a dependent variable. By using a particular formula, regression determines the weights needed to minimize the error term for a given set of predictors. With one predictor variable, the relationship between the predictor and the dependent variable is linear. With two predictors, this relationship becomes planar, and with three or more predictors, this relationship becomes hyper planar. By examining three-dimensional representations of the data, a researcher can gain greater insight into the data. The recent report of the American Psychological Association Task Force on Statistical Inference, published in the August 1999 issue of the "American Psychologist," emphasizes the value and importance of using graphics to understand and communicate data dynamics. (Contains 11 figures, 7 tables, and 13 references.) (SLD)

ED 435 679   TM 030 309

High School Student Survey Results 1998-99. E&R Report No. 99.19.
PUB DATE- 99
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *Discipline; Drug Use; Educational Technology; *Equal Education; Grades (Scholastic); *High School Students; High Schools; Homework; Questionnaires; *School Safety; *Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- *Wake County Public School System NC

The Wake County Public School System, North Carolina, conducted the High School Student Survey of students in grades 9 through 12 during the 1998-99 school year. The return rate for the survey was 80.4%. Students responded to a variety of questions related to homework, technology use, fairness, safety, support, and future plans. A majority of the students spent between 1 and 2 hours per weeknight on homework. Approximately 56% felt that all races were treated fairly by teachers at their schools, but responses varied widely by race and ethnicity.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Research Design; Research Methodology; *Sampling; *Surveys

The popularity of sample surveys in evaluation and research makes it necessary for consumers to tell a good survey from a poor one. Several sources were identified that gave advice on how to evaluate a sample design used in a survey study. The sources are either too limited or too extensive to be useful practically. The purpose of this paper is to recommend six important yet practical guidelines for evaluating the quality of a sample design in a survey study. The six guidelines are: (1) a clearly specified population; (2) an explicitly stated unit of analysis; (3) a specification of determining a desired sample size; (4) an informative description of the sample selection procedures; (5) a description of response rate and nonresponse treatment; and (6) demonstration of appropriate estimation procedures. For each guideline, discussion is focused on definitions, problems found in the literature, and the consequences of the problems. (Contains 30 references.) (Author/SLD)

ED 435 702 TM 030 333

Fan, Xitao
Statistical Significance and Effect Size: Two Sides of a Coin.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Effect Size; Monte Carlo Methods; *Research Methodology; Sampling; Simulation; *Statistical Significance

This paper suggests that statistical significance testing and effect size are two sides of the same coin; they complement each other, but do not substitute for one another. Good research practice requires that both should be taken into consideration to make sound quantitative decisions. A Monte Carlo simulation experiment was conducted, and a three-factor crossed design, with 500 replications within each cell, was implemented in the simulation. The sampling variability of two popular effect sizes ("d" and "R squared") was empirically obtained under different data conditions. It is shown empirically that there is considerable variability of sample effect size measure, and the extent of sampling variability of effect size measures is strongly influenced by sample size. Although that which is statistically significant may not be practically meaningful, that which appears to be a practically meaningful effect size could occur by chance (i.e., sampling error), thus not trustworthy. It is pointed out that statistical significance testing and effect size measurement serve different purposes, and the sole reliance on either may be misleading. Some practical guidelines are recommended for combining statistical significance testing and effect size measure for making decisions in quantitative analysis. (Contains 2 tables, 3 figures, and 20 references.) (Author/SLD)

ED 435 703 TM 030 334

were enrolled in CATE courses. Sixty-five percent of the AISD's high school students are enrolled in CATE courses. In grades 11 and 12, students who participated in CATE have a higher reading and writing passing rate on the Texas Assessment of Academic Skills than non-CATE participants. Tech Prep students had the lowest dropout rate and the highest postsecondary enrollment rate of the AISD 1996-97 cohort. The course failure rate for students at three high schools who participated in the "Connections" course, a course for ninth graders coordinated by STC personnel, was lower than the failure rate for students who did not take "Connections." Several recommendations are made to improve the evaluative process of the STC program. These include better data collection and quality assurance methods to ensure the accuracy of the data collected. (SLD)

ED 435 725 TM 030 356

Wendt-Keswick, Karen
Delta Program Fourth-Year Implementation. Feedback. Publication Number 98-12.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Dropout Programs; Dropouts; High Risk Students; *High School Students; High Schools; Program Evaluation; *Program Implementation; School Districts
IDENTIFIERS- *Austin Independent School District TX; Texas Assessment of Academic Skills

The Diversified Education through Leadership, Technology, and Academics (DELTA) program of the Austin Independent School District (AISD), Texas, serves students at each of the AISD 10 regular high schools. The goal of this open-entry, open-exit, competency-based diploma program is to recover former dropouts and to prevent students at risk of dropping out from doing so. Instruction in the program is individualized and self-paced, but is aligned with the district's regular curriculum. The DELTA program served 1,711 students during the 1998-99 school year, representing a 5% increase over the preceding year. In 1998-99, 1,399 students took the Texas Assessment of Academic Skills test for the first time. Mastery rates for DELTA students in reading and mathematics have increased over 3 years, with DELTA students approaching state averages in reading and writing, and surpassing state averages in mathematics. Evaluation findings indicate that the DELTA program is successfully meeting the goals of serving the target population and keeping students in school. Recommendations are made for program continuation. (SLD)

ED 435 726 TM 030 357

Austin Collaborative for Mathematics Education, Case Study, 1998-99. Publication Number 98.08.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Cooperative Education; *Curriculum Development; Educational Improvement; Elementary Education; *Mathematics Instruction; Principals; *Professional

supported their growth in problem solving, interactional competence, and discussion content. The examination of several emergent themes from classroom discussions shows that the teacher used a variety of intervention techniques to scaffold students' development understandings of the discussion process. The teacher's support was required as students developed the "how" and "what' of literature discussion groups. Appendixes contain transcription conventions and the transcript of a discussion. (Contains 37 references.) (SLD)

ED 435 748   TM 030 400

Michalski, Greg V.
A Quantitative Investigation of Stakeholder Variation in Training Program Evaluation.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). Part of a larger study completed in partial fulfillment of the requirements for a Ph.D. in Education at the University of Ottawa, Ontario, Canada.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Employees; *Evaluation Methods; *Program Evaluation; Science Programs; *Training
IDENTIFIERS- *Stakeholders

A survey was conducted to investigate variation in stakeholder perceptions of training results and evaluation within the context of a high-technology product development firm (the case organization). A scannable questionnaire survey booklet was developed and scanned data were exported and analyzed. Based on an achieved sample of 280 (70% response rate), analyses involved the computation of descriptive statistics as well as the construction of several scale variables corresponding to perceived training program outcomes, evaluation processes, and uses. Reliability was examined, and program participant and line management stakeholder groups were compared. Other analyses examined the relationships between perceived training outcomes and preferences for evaluation processes and uses by group. Three predictor variables (customer satisfaction, product development, and employee satisfaction) were constructed using the conceptual framework from a previous investigation. The criterion variables were labeled as evaluation purposes, process, and consequences. Stepwise multiple regression revealed highly significant relationships between predictors (training results) involving employees and customer satisfaction and the criterion variables (training evaluation). The overall results suggest that both managers and nonmanagers tended to view the results and evaluation of training as being closely connected with employee satisfaction. An expanded deployment of the survey is recommended beyond the case organization for future research. Four appendixes contain the survey cover letter, the instrument, response demographics, factor analysis results, and the code and index structure for survey written comments. (Contains 19 references.) (Author/SLD)

ED 435 749   TM 030 401

Robinson, Tim T.; Cousins, J. Bradley
Internal Participatory Evaluation as an Organizational Learning System: A Longitudinal Case Study.
PUB DATE- 99

Kronenfeld, Jennie Jacobs
Schools and the Health of Children: Protecting Our Future.
SPONS. AGENCY- Flinn Foundation, Phoenix, AZ.
PUB DATE- 00
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Child Health; Children; Elementary Secondary Education; Financial Support; Health Education; Health Maintenance Organizations; Health Promotion; Minority Group Children; Poverty; Public Schools; *School Health Services; School Nurses; School Responsibility; *School Role; Students; Welfare Services
IDENTIFIERS- Arizona; Health Policy; Medicaid; School Based Clinics

This book defines key issues in the debate over the role of schools in the health of children, outlining the history of school health programs and discussing the contemporary issue of school health care delivery. Health needs are increasingly being met by the major social institution in U.S. society that deals with the needs of children--the public school system. The book suggests that the health needs of children cannot be completely separated from the welfare needs of children. The chapters are: (1) "Introduction"; (2) "History of Child Health and School Health Programs: Background and Current Roles of School Health Programs"; (3) "Health Status of Children: Past and Present"; (4) "Models of School Health Delivery: The Growth of School-Based Clinics and Centers"; (5) "Experiences in Arizona: The Development of New Clinics in a State with a Managed-Care Medicaid System"; and (6) "The Need To Protect the Future: The Impact of Changes in Welfare and Health Policies and Linkages with School Health Issues." (Contains approximately 220 references.) (SM)

ED 435 771 UD 033 172

Huinker, DeAnn; Coan, Cheryl; Posnanski, Tracy
Voices of Reform: Infusion of Standards-Based Mathematics and Science Teaching in an Urban District.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Classroom Techniques; Educational Change; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Instructional Leadership; *Mathematics Education; Mathematics Teachers; Principals; *Science Education; Science Teachers; Secondary School Mathematics; Secondary School Science; Student Attitudes; Teacher Attitudes; Teacher Collaboration; Teaching Methods; *Urban Schools
IDENTIFIERS- Milwaukee Public Schools WI; Systemic Educational Reform

This study examined the impact of a systemic reform initiative to implement standards-based mathematics and science teaching and learning in one urban school district, noting its effect on teachers, principals, students, and classroom practice. Participants were a sample of elementary and secondary schools involved in the Milwaukee Urban Systemic Initiative (MUSI).

The Role of Religious Beliefs in Early Childhood Education: Christian and Buddhist Preschools in Japan.
PUB DATE- 99
NOTE- 18p.; This article is the second of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Buddhism; *Christianity; *Church Role; Classroom Environment; Foreign Countries; Parochial Schools; Preschool Children; Preschool Curriculum; *Preschool Education; Preschool Teachers; Religious Organizations; Student Centered Curriculum; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Japan; Teacher Centered Instruction
The views of teachers and directors in four Christian preschools and four Buddhist preschools are examined in this qualitative study of early childhood education in Japan. In Christian preschools, the guiding principle was that each child was a precious gift of God. This belief resulted in a play-oriented curriculum that maximized the choices available to children. Teachers also attempted to encourage children's creativity and their ability to formulate thoughts and express them to others. A particular focus was helping children appreciate each other as individuals and learn to form relationships based upon that appreciation. In Buddhist preschools, the curriculum was designed to strengthen children's virtue, intellect, and physical well-being. Activities were teacher structured, with an emphasis on attaining literacy and numeracy skills. Lessons were delivered in a whole group context, with an emphasis on absorbing content rather than encouraging personal exploration and expression. The clear implications of these different religious perspectives suggest that similar analyses would be useful if undertaken in the United States, where very little research has been conducted on church-based preschools. (Contains 38 references.) (Author/LLP)

ED 435 501 PS 028 125

New, Rebecca S.
What Should Children Learn? Making Choices and Taking Chances.
PUB DATE- 99
NOTE- 15p.; This article is the third of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Influences; *Educational Objectives; Family School Relationship; Foreign Countries; *Interpersonal Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Partnerships in Education; *Preschool Curriculum; Preschool Education; Public Policy; Reggio Emilia Approach; School Community Relationship; Teacher Student Relationship
IDENTIFIERS- Adult Child Relationship; *Italy
The basic premise of this paper is that decisions about children and their early educational experiences are culturally situated and, by definition, will reflect varying interpretations of appropriate educational aims and strategies. Drawing upon three decades of experience in the Italian culture as well as

sensibility of place and community, but also struggle for economic justice and the common good. This essay contrasts some educational purposes that come from rural lifeworlds with those that are purveyed in rural schools from the cosmopolitan center, and addresses the issue of what might be "properly" rural. The question, however, is slippery. To imagine "rural" rural futures, it is important to consider many competing answers to the question, "What is properly rural?" (Contains 16 references.) (Author/SV)

ED 435 520 RC 022 138

Fagnoni, Cynthia M.
Migrant Children: Education and HHS Need To Improve the Exchange of Participant Information. Report to Congressional Requesters.
PUB DATE- 99
NOTE- 55p.; "HHS" stands for the Department of Health and Human Services. "Education" stands for Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Agency Cooperation; Data Collection; Elementary Secondary Education; Information Needs; *Information Networks; *Migrant Children; Migrant Education; Migrant Programs; Migration Patterns; Preschool Education; *Program Evaluation; *Public Agencies
IDENTIFIERS- Department of Education; Department of Health and Human Services; *Migrant Education Program; *Migrant Head Start Programs

The Migrant Education Program (MEP) and the Migrant Head Start (MHS) program have served millions of migrant children, but little is known about program outcomes. The Government Accounting Office examined: (1) MEP and MHS goals, operations, clients, and services; (2) coordination of MEP and MHS services within and between programs by the Department of Education and the Department of Health and Human Services (HHS); and (3) how well Education and HHS determine whether program goals are achieved. Data collection included a review of statutes, regulations, departmental performance plans, and other relevant documents, and interviews and observations at local program sites in eight states. Major findings were: (1) migrant workers are diverse, young, and mobile; (2) mobility and work patterns are changing; (3) MEP and MHS differ in goals and objectives, operations, eligible populations, and services; (4) MEP assists state and local efforts to meet migrant children's needs; (5) MHS provides comprehensive services to migrant infants and preschool children; (6) information exchange is limited despite need; (7) the absence of nationally accessible MEP and MHS information systems has negative effects on children; (8) federal leadership is needed to improve information exchange; (9) states and local agencies play the key role in coordinating service delivery; and (10) evaluation mechanisms are limited, with data collection focused on inputs and outputs. Recommendations are offered. Appendices include data on services and students in the eight states studied, four types of education information exchange, information sources and studies on MEP and MHS, and comments from the Departments. (SV)

ED 435 521 RC 022 139

Jancek, Richard L.
High School Drop Out Factors and Effects: An Analysis of a Small School in Rural Illinois.
PUB DATE- 99

This paper presents a meta-analysis study that addresses gender differences in student attitudes toward mathematics for the years 1970 to 1995. A body of 96 primary studies were used including 30,490 students (15,877 female and 14,613 males), 69 journal articles, and 27 ERIC documents in the analysis. The major conclusion of this study is that gender differences in student attitudes toward mathematics do exist but are small. Males are favored, indicating more positive attitudes toward mathematics. (Contains 60 references and 16 tables.) (ASK)

ED 435 544 SE 062 944

Adolescents on the Net: Reproductive and Sexual Health. Web Resources, Series One.
PUB DATE- 99
NOTE- 40p.; Colored print may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescent Development; Foreign Countries; Health Materials; Health Promotion; *Reproduction (Biology); Science Education; Secondary Education; *World Wide Web

This document announces web sites that address adolescent reproductive and sexual health. The web sites are arranged alphabetically by name, and refer to the owner of the site rather than the title. The profile of each site consists of basic information such as the address of the organization or owner, fax number, telephone number, e-mail address, and the URL or address of the site. The web sites presented in this series have six functions: (1) to teach and provide materials that can be used for education and training; (2) to advocate and promote the cause and acceptance of adolescent reproductive and sexual health goals; (3) to provide substantive research findings and evidence for reference use in various activities; (4) to help shape policy and decisionmaking among policy makers and administrators; (5) to highlight experiences, best practices, and lessons learned for those who are interested in replicating similar programs or activities; and (6) to inspire adolescents to actively discuss, use information, and seek counseling and answers to their questions and problems with reproductive and sexual health as well as share information and experiences with others. (CCM)

ED 435 545 SE 062 945

Ediger, Marlow
Attitudinal Objectives in the Chemistry Curriculum.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Chemistry; *Science Curriculum; Science Instruction; Secondary Education; *Student Attitudes; Teaching Methods

Studies indicate that there are attitudinal problems toward chemistry that keep students from achieving relevant objectives; thus, positive attitudes need to be developed by having a learning environment that fosters a warm and relaxed atmosphere in which students feel accepted and are willing to take risks in achieving complex objectives. Attitudinal objectives are vital for students to achieve since these objectives assist learners in attaining knowledge and skill children in grades K-6. All of the projects are easy to understand, quick to do, and cost effective. Minimal preparation time is needed and clean up is easy. If finding time for quality art lessons is a problem in the classroom, one of these projects could be included as a supplement to an academic area. Twelve different art projects are explained and illustrated with materials and step-by-step instructions included. The book also suggests having a classroom art center and a classroom art gallery and tells how to go about developing these areas. Contains a list of vocabulary of art terms. (BT)

ED 435 568   SO 029 747

Murphy, Patricia F., Ed.; Gipps, Caroline V., Ed.
Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys.
PUB DATE- 96
NOTE- 286p.; Published by Falmer Press, London.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; Instructional Effectiveness; Professional Education; *Sex Discrimination; *Sex Fairness; Teaching Methods
IDENTIFIERS- Feminist Pedagogy; *Gender Issues; *International Trends

This collection of essays examines international trends in subject performance throughout schooling in the areas of science, mathematics, technology, French, English, and information technology. It also looks critically at a range of interventions in different contexts and countries addressing a range of purposes all aimed at enhancing equity in schools and higher education institutions. Essays are: (1) "Defining Pedagogy" (Patricia Murphy); (2) "A Girls' Pedagogy In Relationship'" (Jane Roland Martin); (3) "Citizenship, Difference and Marginality in Schools: Spatial and Embodied Aspects of Gender Construction" (Tuula Gordon); (4) "The Pedagogy of Difference: An African Perspective" (Sheila Parvyn Wamahiu); (5) "Gender Identity and Cognitive Style" (John Head); (6) "Scholarship, Gender, and Mathematics" (Elizabeth Fennema); (7) "Girls and Information Technology" (Karen Littleton); (8) "Research on English and the Teaching of Girls" (Janet White); (9) "Girls' Achievement in Science and Technology--Implications for Pedagogy" (Jan Harding); (10) "Is There a Space for the Achieving Girl" (Michele Cohen); (11) "A Socially Just Pedagogy for the Teaching of Mathematics" (Leone Burton); (12) "Redefining Achievement" (Gaell M. Hildebrand); (13) "Single-Sex Settings: Pedagogies for Girls and Boys in Danish Schools" (Anne-Mette Kruse); (14) "Intervention Programs in Science and Engineering Education: From Secondary Schools to Universities" (Sue Lewis); (15) "How Do We Get Educators To Teach Gender Equity?" (Jo Sanders); (16) "Gender, Teachers and Changing Practices: Voices from Schools" (Liz Wyatt; Jo Whitehead; Christina Hart); (17) "The Emotional Dimensions of Feminist Pedagogy in Schools" (Jane Kenway; Jill Blackmore; Sue Willis; Leonie Rennie); and "Review and Conclusions: A Pedagogy or a Range of Pedagogic Strategies?" (Caroline Gipps). (BT)

ED 435 569   SO 029 807

Khan, Yoshimitsu
Japanese Moral Education Past and Present.

related literature, include recent (mostly 1994-1998) citations with abstracts from the National Council for the Social Studies (NCSS)-published journals, "Social Studies and the Young Learner" and "Social Education." The broad field of social studies/social science education has many "hot topics" that engage and challenge practitioners and researchers. Five categories of current discourse and debate are discussed in this volume. They are: (1) global education; (2) multicultural education; (3) law-related education; (4) scope and sequence; and (5) citizenship education. In addition to the bibliographies, ERIC Digests on related topics are included. Information on how to obtain the journal articles and documents listed in the ERIC Database and on how to submit documents to ERIC (including an ERIC Reproduction Release Form) is provided. (LB)

ED 435 588   SP 038 665

Preston, Barbara
Teacher Supply and Demand to 2004. 1998 Updated Projections.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Enrollment Trends; Foreign Countries; Labor Turnover; *Secondary School Teachers; Students; Tables (Data); Teacher Certification; Teacher Qualifications; *Teacher Supply and Demand; Teachers
IDENTIFIERS- Australia

This report is the fifth in a series of projections of teacher supply and demand. The previous report provides greater detail about methodology, implications, and issues and is a companion to this report. Thirty-one tables comprise the bulk of the report. Projections of supply and demand for primary and secondary teachers for each state and territory are offered in tables 1-16. They are preceded by notes on sources and methodology. Tables 17 and 18 provide national totals of supply and demand for primary and secondary teachers, including supply as a percent of demand and size of projected surpluses or shortages. Table 19 adjusts secondary demand to consider the expected impact of the Common Youth Allowance. Tables 21-28 provide information about the labor force status of people with primary and secondary teaching qualifications under age 30 and under age 65 for 1996. Table 29 compares 1991 and 1996 Census data on teachers as a proportion of all people with primary and secondary teaching qualifications under age 30 in the different states and territories. Table 30 details changes in school student enrollments, 1999-2004, for each state and territory and Australia. Table 31 summarizes major differences between 1997 projections and these 2002 projections: conclusions on shortages/surpluses, enrollment projections, changes in teacher numbers from 2001 to 2002, overall demand, and graduate supply projections. (SM)

ED 435 589   SP 038 837

Sadler, Charlotte; Hytowitz, Sarah Gail; Frutiger, Eliso
Researching Diverse Learners from Haiti, Eritrea, and Ethiopia.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English

in groups; factors that might influence respondents' decisions to use various classroom organizational strategies; and examples of successful and unsuccessful use of group work in teaching. Four respondents also completed interviews after completing the questionnaire. Students from the same school responded in writing to a pair of cartoon pictures, discussing what they thought groups of children in pictures with and without teachers were saying. Results indicated that teachers' attitudes toward group work were generally positive. Relatively more teachers spent half of their teaching time in group work. Teachers had reservations about using group work because there were so many school restraints (e.g., class size and limited time). Not all teachers used heterogeneous grouping or taught group social skills. The childrens' drawings suggested that teachers being present did not affect the kinds of conversations children had. Children appeared to prefer group work. (Contains 58 references.) (SM)

ED 435 610 SP 038 860

Gardner, Howard
Intelligence Reframed: Multiple Intelligences for the 21st Century.
PUB DATE- 99
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Higher Education; *Intelligence Differences; *Multiple Intelligences; Student Characteristics; Students

This book presents evidence that human beings possess a range of capabilities and potentials (multiple intelligences) that, both individually and together, can be put to many productive uses. Chapter 1, "Intelligence and Individuality," introduces the issue. Chapter 2, "Before Multiple Intelligences," describes the traditional scientific view of intelligence. Chapter 3, "The Theory of Multiple Intelligences: A Personal Perspective," presents the author's theory. Chapter 4, "Are There Additional Intelligences?" and chapter 5, "Is There a Moral Intelligence?" consider several new candidate intelligences. Chapter 6, "Myths and Realities about Multiple Intelligences," addresses questions and criticisms about the author's theory. Chapter 7, "Issues and Answers Regarding Multiple Intelligences," treats other controversial issues. Chapter 8, "The Intelligences of Creators and Leaders," explores relationships among intelligence, creativity, and leadership. Chapter 9, "Multiple Intelligences in the Schools," chapter 10, "Multiple Approaches to Understanding," and chapter 11, "Multiple Intelligences in the Wider World," discuss ways to apply the theory of multiple intelligences. Chapter 12, "Who Owns Intelligence?" explores answers to the question. The four appendixes present: books and articles by Howard Gardner; other works about the theory of multiple intelligences; videos, newsletters, and miscellany; and contacts on multiple intelligences theory and its applications. (SM)

ED 435 611 SP 038 861

Glennon, Lorraine, Comp.; Mohler, Mary, Comp.
Those Who Can...Teach! Celebrating Teachers Who Make a Difference.
PUB DATE- 99
NOTE- 280p.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Criteria; *Educational Administration; Elementary Secondary Education; *Models; *Teacher Evaluation

This guide to effective teacher evaluation is organized around the core issues of professional standards, a guide for applying the Joint Committee's "Standards," 10 alternative models for the evaluation of teacher performance, and an analysis of these 10 models. The chapters are: (1) "Historical Perspectives of Teacher Evaluation"; (2) "Standards and Criteria for Teacher Evaluation"; (3) "School Professionals' Guide to Improving Teacher Evaluation Systems"; (4) "Models for Teacher Evaluation"; and (5) "An Analysis of Alternate Models." Each chapter contains references. (Contains 11 figures and 11 tables.) (SLD)

ED 435 633 TM 030 232

Berg, Kathleen F.; Lai, Morris K.
Pacific Educational Research Journal, 1998.
SPONS. AGENCY- Hawaii Educational Research Association.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Awareness; *Educational Research; Elementary Secondary Education; *High Risk Students; Higher Education; *Norm Referenced Tests; State Programs; *Teacher Education; Testing Programs
IDENTIFIERS- *Pacific Region

Articles in this issue vary widely in method, content, and sample size, but come together to produce a valuable collection of knowledge about education in the Pacific Basin, with emphasis on issues of under-representation. The articles are: (1) "Effects of a Culturally Competent School-Based Intervention for At-Risk Hawaiian Students" (Douglas C. Smith, David W. Leake, and Noelani Kamekona); (2) "Creating Local Norms To Evaluate Students in a Norm-Referenced Statewide Testing Program" (Sarah S. Gronna, Amelia A. Jenkins, and Selvin A. Chin-Chance); (3) "Pacific Islanders in Higher Education: Barriers to Recruitment and Retention" (Anna L. F. Ah Sam and Nancy B. Robinson); (4) "Tutoring Southeast Asian Students at a Social Service Site" (Marjorie A. Jaasma and Linda S. Center-Anthony); and (5) "Ka Lama o ke Kaiaulu: Research on Teacher Education for a Hawaiian Community" (Kathryn H. Au and Margaret J. Maaka). Each article contains references. (SLD)

ED 435 634 TM 030 233

Parents' Guide to Classroom Assessment.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Guides; *Parents; Student Evaluation; *Teacher Made Tests; *Test Use

ED 435 656   TM 030 282

Virginia State Assessment Program. 1998 Detail Report. Ninth Edition.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Elementary Education; Norm Referenced Tests; Standardized Tests; State Programs; *State Standards; *Test Results; *Testing Programs
IDENTIFIERS- *Stanford Achievement Tests; *Virginia

In 1998, the Stanford Achievement Test Series, Ninth Edition, Form TA (Stanford 9) was administered to Virginia students in grades 4, 6, and 9 as the norm-referenced component of the Virginia State Assessment Program. As in the previous year, from 93 to 96% of Virginia's students took the Stanford 9, although the first administration was taken by students in grades 3, 5, 8, and 11. In grade 4, achievement was at or above the national average in 10 of the 11 subtests and content area totals. Achievement in grade 6 was also at or above the national average in 10 of the 11 areas. Achievement of Virginia's ninth-grade students was at or above the national average in 7 of the 11 subtests and content area totals. Scaled scores are given to enable comparisons from Fall to Spring administrations. The report contains the following sections: (1) "Executive Summary"; (2) "Background and General Information"; (3) "Virginia's 1998 Performance on Stanford 9 - Grade 4"; (4) "Virginia's 1998 Performance on Stanford 9 - Grade 6"; (5) "Virginia's 1998 Performance on Stanford 9 - Grade 9"; (6) "School Division Performance"; and (7) "Statewide Performance." Six tables contain average national percentile rankings and scaled scores by gender, ethnicity, disability, and limited English proficiency and comparisons between 1997 and 1998. (SLD)

ED 435 657   TM 030 284

Gans, Thomas
The Superintendent's Eighth Annual Report on School Performance and Improvement in Hawaii, 1997.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Dropouts; *Educational Finance; Elementary Secondary Education; Public Schools; *Resource Allocation; *School Based Management; Special Needs Students; State Programs; Tables (Data)
IDENTIFIERS- *Hawaii

This report contains collective data on Hawaii's schools, showing trends over time and, where appropriate, comparisons with data from other states. It includes data from 246 public schools and 7 school districts for the 1996-97 school year. In 1996-97, enrollment growth, which had exceeded 1.5% for 5 years, declined sharply to 1%. Dropout rates for students in grades 9 through 12 averaged 5% per year. The number of students with special needs increased more rapidly than the population of

Most Wake County students, (65%) felt safe at their schools, and approximately 44% thought that discipline was fair at their schools. Many thought that alcohol and marijuana were easy to get at school, but only 12% thought it would be easy to get a gun at school. Students provided information about the technologies they had used in classes but did not give information about the frequency of use. Many Wake County students, and most seniors worked at part time jobs, and only 24% did not report participating in extracurricular activities. Most Wake County students plan to continue their education after high school, with 43% planning an advanced college degree. When students were asked to grade their schools, most gave them grades of "B" or "C." There were differences among ethnic groups in how high they rated the schools. Attachments include the surveys for 1998-99 and 1996-98 and system wide item responses. (Contains 68 figures.) (SLD)

ED 435 680 TM 030 310

Threadgill, Paula I.; Newman, Michael E.
Taking on Baseball, Hotdogs, Apple Pie, and Chevrolet: Evaluating Extension's Presence on the World Wide Web.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Agricultural Education; *Extension Education; Higher Education; *Information Dissemination; Program Evaluation; *User Needs (Information); *World Wide Web
IDENTIFIERS- *Mississippi State University; *Web Sites

An evaluation was conducted of the Mississippi State University Web site as a source of information and education. A purpose sample of 67 Web experts was selected to evaluate the site, and a random sample of 104 site users was selected. Thirty-six experts and 25 users responded to questionnaires. Most users and evaluators expressed satisfaction with the site, but some concerns were noted. Some users found information out of date, and others thought there was too much information on the homepage. Many found the Web site attractive and easy to use, but others found it dull and difficult to navigate. (SLD)

ED 435 681 TM 030 312

Shurin, Ruth
Concurrent and Discriminant Validity of a Dynamic Assessment Procedure with Special Needs and Typical Preschool Children.
PUB DATE- 99
NOTE- 37p.; Master's Thesis, Touro College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Cognitive Processes; *Concurrent Validity; *Preschool Children; Preschool Education; Rating Scales; School Readiness; *Special Needs Students; Test Validity
IDENTIFIERS- *Discriminant Validity; *Dynamic Assessment

The purpose of this study is to contribute information in the field of dynamic assessment regarding the Application of Cognitive Functions Scale (ACFS) (C. Lidz and R. Jepsen, 1996).

Rodgers, Emily
Understanding Teacher Talk To Inform One-to-One Literacy Instruction.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Elementary School Teachers; Interaction; *Literacy; Primary Education; Problem Solving; *Reading Instruction; *Speech Communication; Teacher Student Relationship; Teaching Methods; *Tutorial Programs
IDENTIFIERS- *Reading Recovery Projects

A detailed analysis was conducted of the patterns of interactions between a child and a teacher in a one-to-one reading tutorial setting in the context of the Reading Recovery literacy program. The interactions between a teacher and two of her students were observed, videotaped, and analyzed. The participation of the two students in problem solving at a point of difficulty changed over time. One student took a greater role in problem solving, all the while reading more complex text. The participation of the other student changed very little, and the teacher did not seem to offer him the same kind of support. The scaffolding the teacher offered the lower achieving student may not have been as helpful. Overall, the findings demonstrate the great importance of the teacher in the tutorial process. (Contains 7 figures and 23 references.) (SLD)

ED 435 704 TM 030 335

Burdenski, Thomas K., Jr.
The Importance of Structure Coefficients in Multiple Regression: A Review with Examples from Published Literature.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Predictor Variables; *Regression (Statistics)
IDENTIFIERS- *Beta Weights; *Structure Coefficients

This paper discusses the importance of interpreting both regression coefficients and structure coefficients when analyzing the results of multiple regression analysis, particularly with correlated predictor variables. The concepts of multicolinearity and suppressor effects are introduced, along with examples from the previously published articles that demonstrate how erroneous conclusions are drawn when researchers fail to consult both beta weights and structure coefficients (or both beta weights and zero-order correlations). (Contains 4 tables, 1 figure, and 39 references.) (Author/SLD)

ED 435 705 TM 030 336

Cook, Colleen
A Review of Intraclass Correlation.

Development; School Districts; *Teacher Attitudes; Teachers
IDENTIFIERS- *Austin Independent School District TX

The Austin Collaborative for Mathematics Education (ACME) of the Austin Independent School District (AISD), Texas, is a systemwide initiative to support the implementation of the curriculum and appropriate use of resources, thus improving instruction in all K-8 mathematics classrooms in the district. The initiative, funded by the National Science Foundation with AISD supplements, provides long-term, high-quality professional development to build the capacity of all AISD mathematics teachers. The professional development focuses on the standards for mathematics education set by the state and the National Council of Teachers of Mathematics. A case study was conducted to examine in-depth factors that contribute to districtwide implementation of the AISD curriculum on individual campuses through skills and knowledge that teachers gain in ACME professional development. Evaluators gathered information through multiple site visits to nine AISD campuses with interviews with principals and teachers and surveys completed by teachers. The case study showed that mathematics lessons of teachers at all the schools manifested a range in standards-based mathematics curriculum and instruction. Differences in implementation levels emerged by teacher, and not by school. In general, the study did not reveal differences between schools with whole-school and grade-by-grade implementation, although schools with whole-school implementation did receive more support from the AISD. Teachers who implemented the program most effectively believed in the philosophy of standards-based mathematics education and were enthusiastic about the curriculum. Teachers who reported that they like the curriculum resources, were more likely to use them. Recommendations are made to improve the professional education offered under ACME. Appendixes contain principal and teacher interviews, the campus questionnaire, and a diagram of teacher collaboration at one school. (Contains 12 references.) (SLD)

ED 435 727   TM 030 358

Dillon, Ronna F.; Vineyard, George M.
Cognitive Flexibility: Further Validation of Flexible Combination.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; College Entrance Examinations; *Grade Point Average; Higher Education; Intellectual Disciplines; Intelligence; *Undergraduate Students; *Validity
IDENTIFIERS- ACT Assessment; *Cognitive Flexibility

The study reported in this paper is designed to provide evidence of the convergent and discriminant validity of the Flexible Combination Test (R. Dillon). Two premises were tested: (1) flexible combination accounts for significant variation in cumulative grade-point average, high school rank, and cumulative Act Assessment scores; and (2) the importance of flexible combination ability to academic success varies as a function of the type of academic abilities being measured. Data from 99 undergraduates indicate that flexible combination ability predicts each of the criterion measures. In addition, data indicate that the relationships between cognitive flexibility and academic success vary as a function of academic subject areas. Flexible combination ability is more important to achievement in mathematics and English than natural science

NOTE- 25p.; Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). Based on the doctoral dissertation of the first author.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Evaluation Methods; *Evaluators; Foreign Countries; Learning; Longitudinal Studies; *Organizational Development; Participation; Qualitative Research; *Training
IDENTIFIERS- Canada; *Internal Evaluation; *Participatory Evaluation

Few studies exist on the impact of practical participatory evaluation when the evaluator is not only a member of the organization, but also has program knowledge and expertise. This paper addresses this gap in the literature by reporting on a 2.5-year longitudinal single case study of practical participatory evaluation of a national, publicly funded training organization. Drawing on multiple sources of qualitative data, the study investigates the effects of an internal evaluator who was both employed by the organization and internal to the program being evaluated. Results show that the added dimensions of evaluator knowledge of both program and organizational content can have a powerful impact on developing the organization's capacity to inquire systematically and to learn. The study also demonstrates the differential effects on various sub-processes and strategies associated with the organizational learning construct. (Contains 37 references.) (Author/SLD)

ED 435 750 TM 030 402

Zietz, Joachim; Cochran, Howard H., Jr.; Wilson, Mark L.
Evaluating Instructional Effectiveness.
PUB DATE- 99
NOTE- 17p.; Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Economics; Evaluation Methods; Higher Education; *Instructional Effectiveness; *Outcomes of Education; *Student Evaluation of Teacher Performance; *Teacher Evaluation
IDENTIFIERS- Alternative Assessment

Instructor rankings for three alternative teaching performance measures were compared. The measures were an outcome measure (in this case, a test of economics knowledge), student evaluations of teaching (SET), and a weighted average of the two. For each performance measure, two alternative approaches to ranking were considered. One simply compared an instructor's score to those of other instructors. The other, a new method, compared an instructor's score to the one that could be expected for the teacher's class. The methodology was applied to rank 49 classes of principles of economic classes taught at comprehensive universities. Significant differences were found in instructor rankings between the three evaluation scores and also between rankings based on the suggested methodology and the traditional approach comparing an instructor to others. The newly developed methodology can be adapted to any college or department. In a first step, the suggested ranking methodology could be implemented for teaching evaluations alone. In a

Researchers collected data via interviews with principals, teachers, and students and observations of mathematics and science instruction, emphasizing: the MUSI's impact; whether teaching was standards-based; opportunities for teacher collaboration; and leadership for mathematics and science. Most elementary and middle school teachers felt the MUSI had a great impact, but high school teachers saw little use for it. Teachers wanted more collaboration time, stronger leadership, and continuation of the MUSI. Movement toward becoming a community of learners was apparent in some schools. Principals recognized the need for multiple methods of teaching and for keeping teachers current regarding instructional materials. Principals also acknowledged the need for teacher collaboration but mentioned lack of time during school days. Leadership varied across schools. Students reported enjoying mathematics and science more and applying themselves more when challenged. Observations of classroom practice showed that much instruction was not standards-based, though at all levels in both disciplines there were some strong examples of it. (SM)

ED 435 772 UD 033 173

Sigler, Susan
Decreasing Confrontational Behavior amongst African American Females at an Urban, Non-Traditional Alternative High School.
PUB DATE- 99
NOTE- 74p.; Ed.D. Dissertation, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; Aggression; *Behavior Modification; *Behavior Problems; Black Students; *Communication Skills; Conflict Resolution; Educational Environment; *Females; Group Guidance; High School Students; High Schools; Interpersonal Communication; Nontraditional Education; Secondary School Teachers; *Student Behavior; Student Empowerment; Urban Schools; Violence
IDENTIFIERS- *African Americans; *Confrontation

This applied dissertation was designed to decrease confrontation among African American females at an alternative evening school for high school students who were at least 2 years behind grade level academically. The program involved developing a small group guidance curriculum, creating and videotaping role playing scenarios, arranging for mentoring of middle school students, developing profile sheets, and organizing teacher inservices to encourage and assist the over-aged high school students in using empowering communication in school on a regular basis. Data collection focused on incident referrals and discipline reports, teacher records and grade reports, conflict mediation logs, and data on dropout and attendance rates. Results indicated that confrontational behavior decreased during the months of implementation. Participating in small group guidance sessions enhanced empowering communication and had a positive impact on school climate and academic instruction. The five appendixes contain: the phenomenal females group profile sheet; the small group guidance curriculum; the student anger scale; teacher inservices; and the teacher perception scale. (Contains 30 references.) (SM)

ED 435 773 UD 033 174

Wheelock, Anne
Safe To Be Smart. Building a Culture for Standards-Based Reform in the Middle Grades.

preliminary findings from a collaborative research project with several Italian communities (including Milan, Trento, Reggio Emilia, Parma, and San Miniato), the paper emphasizes the necessity and validity of diverse interpretations of early childhood programs, the relationship between goals for children and societal expectations for adults, and the importance of adult relationships (among parents, teachers, and community members) to the negotiation of educational goals for children growing up in a pluralistic democratic society. (Author)

ED 435 502 PS 028 126

Alvestad, Marit; Samuelsson, Ingrid Pramling
A Comparison of the National Preschool Curricula in Norway and Sweden.
PUB DATE- 99
NOTE- 22p.; This article is the fourth of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Day Care; Educational Change; Foreign Countries; Government School Relationship; Learning Theories; *National Curriculum; Preschool Children; *Preschool Curriculum; *Preschool Education; Preschool Teachers
IDENTIFIERS- Document Analysis; *Norway; *Sweden

Norway and Sweden have similar histories within the field of early childhood education and similar traditions of state financial support for children. Recently, both countries adopted national preschool plans for children ages 1 to 5 years old. When comparing the two plans, the first noticeable difference is that the Norwegian approach gives teachers a detailed framework for their work with suggestions on content, methods to be used, and expected outcomes. In contrast, the Swedish plan is goal directed with a short introduction on the perspectives and values of children's learning and development. It contains almost nothing about the methods to be used. This article compares the two national plans in terms of their evolution, purpose, and content. The article also discusses how the plans reflect theories of learning and knowledge formation. (Contains 60 references.) (Author/LLP)

ED 435 503 PS 028 127

Edwards, Diane
Public Factors That Contribute to School Readiness.
PUB DATE- 99
NOTE- 10p.; This article is the fifth of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; Educational Change; *Government Role; Higher Education; Learning Readiness; *Preservice Teacher Education; Public Policy; Public Support; *School Readiness; *Teacher Certification; Teacher Competency Testing; Teacher Education; Teacher Education Programs
IDENTIFIERS- *Professionalization of Teaching

Noting that school readiness--the preparedness of children to learn what is taught in schools--is the cornerstone of today's

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Attitudes; Dropout Prevention; Dropout Research; *Dropouts; Economically Disadvantaged; Education Work Relationship; High Schools; Rural Schools; *Small Schools
IDENTIFIERS- Illinois

All dropouts from Hiawatha High School (Kirkland, Illinois) in the last 3 years were surveyed to determine why they dropped out and what the school could do to deter students from dropping out. Nationally, dropping out is related to poverty, lack of parental support, drug abuse, learning disabilities, and a history of poor school performance. Dropouts are most likely to be male, Hispanic, low-income, and from the South. Hiawatha had an annual enrollment of 150-200 students, of which 98 percent were White and 6 percent were low-income. Recent graduating classes contained 29-56 students. The 11 dropouts from the past 3 years expressed satisfaction with the school and attributed their inability to stay in school to their own personal situation or lack of effort. None had any suggestions for change that would have kept them in school. Of the 11, 4 had earned or were working on a diploma or GED. All were working or were in the military. The relationship of educational attainment to income is briefly discussed, as well as the possible relationship between dropping out and increases in the minimum wage. Recent changes at Hiawatha that may work to prevent dropouts include adoption of the 8-block (A/B days) scheduling model, increased student support services, a remediation program for grades 7-12, and after-school tutoring services. (Contains 19 references.) (SV)

ED 435 522 RC 022 140

Miller, Robert
Helping Mexican and Mexican-American Students in the Schools of the East Side Union High School District.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; American Indian Education; Bilingual Education; *Educational Practices; Educational Strategies; Elementary Secondary Education; Foreign Countries; Illiteracy; Indigenous Populations; *Institutional Characteristics; International Cooperation; *International Programs; *Mexican American Education; Mexican Americans; Mexicans; Parent Participation; *Rural Education
IDENTIFIERS- *Mexico

This document provides information about schools in Mexico and suggests ways that U.S. schools can use this information to improve education for Mexican and Mexican American students. Chapter 1 describes the Mexican educational system as a vantage point for understanding the expectations of Mexican parents in the United States. This chapter covers the organization of the Mexican school system, recent changes in administrative functions from the federal government to the states, textbooks, curriculum in the primaria (grades 1-6) and secundaria (grades 7-9), enrollments, program options and educational practices in the secundaria, distance education in rural areas, the media superior level (grades 10-12), and private schools. Chapter 2 discusses problems and special strategies in rural areas,

objectives more thoroughly. (CCM)

ED 435 546 SE 062 952

Mulholland, Judith; Wallace, John
Teacher Induction and Elementary Science Teaching: From Dreams to Reality.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999). For related case studies, see SE 062 953-954.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Elementary School Teachers; Expectation; Foreign Countries; Knowledge Base for Teaching; *Science Education; *Self Efficacy; Student Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Education; Teacher Persistence
IDENTIFIERS- Australia

This paper reports on a longitudinal case study of an elementary teacher during her transition from preservice to inservice teaching. Bandura's (1995) concept of self-efficacy belief is used as a framework for presenting the findings of the study. The subject's experiences in science teaching provided information about her competency as a teacher, and her experiences had both positive and negative effects on her concept of self-efficacy. (Contains 23 references.) (WRM)

ED 435 547 SE 062 953

Mulholland, Judith; Wallace, John
Beginning Elementary Science Teaching: Entryways to Different Worlds.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999). For related case studies, see SE 062 952-954.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Elementary School Teachers; Expectation; Foreign Countries; Knowledge Base for Teaching; *Science Education; Student Teachers; *Teacher Attitudes; *Teacher Background; Teacher Characteristics; *Teacher Education; Teacher Persistence
IDENTIFIERS- Australia

Elementary teachers' attitudes towards science and their confidence to teach it have for some time been identified as important in determining both the quality and quantity of science taught to children. Attitudes and confidence are influenced greatly by the teachers' own experiences as learners of science. This paper reports on a longitudinal case study of an elementary teacher during her transition from preservice to inservice teaching. The study identifies experiences that were helpful in overcoming initial lack of confidence in studying science and experiences that were perceived by her to be helpful in preparation for teaching science in the elementary school. Ways in which this beginning teacher perceived and dealt with constraints to science teaching in the elementary

PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Context; *Educational History; Educational Objectives; Elementary Secondary Education; *Ethical Instruction; *Ethics; Foreign Countries; Higher Education; Japanese Culture; *Moral Development; Theory Practice Relationship
IDENTIFIERS- *Japan; *Moral Education

For generations, moral development has been both a conscious aim and a formal process in Japanese education. This book investigates the history and development of Japanese moral education and analyzes and compares current moral education with the concepts of the Imperial Rescript on Education (1890) and the "shushin" moral education of prewar Japan. The book explains that the Rescript contains Confucian and Shinto precepts and was to become the codification of the moral standards of the Japanese way of life in pre-surrender Japan. The question asked is whether contemporary Japanese moral education is still influenced by the moral principles that pertained before World War II, in spite of the commonly held view that Japan has departed from "shushin" style of moral education. The book examines the ethical conditions precipitated by the "Opening" and the impact of the Rescript in theory and practice, as well as traditional moral values and the educational response to Westernization. It also describes postwar proposals for moral education, examines the role and function of current and prewar Japanese moral education, and shows the connection with Rescript values operating on and below the surface of contemporary practice. Translations of actual "dotoku" (morality) textbooks currently in use are compared in the book with the tenets of prewar moral education found in the Rescript and "shushin" texts. The book's conclusion is that Confucian ethics is still the engine of Japanese social cohesion and dynamics. Contains a chronology, a glossary, and an extensive bibliography. (BT)

ED 435 570 SO 029 872

Woolman, David C.
International Development of Peace Studies and Education, 1960-1990.
PUB DATE- 92
NOTE- 31p.; Paper presented at the World Education Fellowship Biennial Conference (36th, Hartford, CT, August 17-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Conflict Resolution; Foreign Countries; Futures (of Society); *Global Approach; Higher Education; *International Cooperation; *Peace; *Technological Advancement; World War II
IDENTIFIERS- Historical Background; Internationalism; *Peace Education; *Peace Studies; Social Conflict

This paper focuses on two aspects of the development of international approaches in peace studies: one concern is to examine the conceptual evolution of global thinking about social conflict and peace, while the other is to investigate the origins, goals, and work of international institutions

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Foreign Countries; Relevance (Education); Student Characteristics; *Student Evaluation; Students
IDENTIFIERS- Eritrea; Ethiopia; Haiti

This report presents information to help teachers work with diverse students. The report includes: information regarding the countries and cultures of Haiti, Eritrea, and Ethiopia (for helping to establish rapport with diverse learners); characteristics of Haitians, Eritreans, and Ethiopians as contrasted with American students' characteristics and expectations; culturally responsive teaching techniques for Haitian, Eritrean, and Ethiopian students; evaluation and assessment-related strategies for Haitian, Eritrean, and Ethiopian children; resources for each of the three groups in America (human, community, and material resources, Internet resources, and annotated bibliographic resources); and research-based findings that clarify how to work effectively with children from Haiti, Eritrea, and Ethiopia. (SM)

ED 435 590 SP 038 838

Din, Feng S.
The Benefits of Teaching Small Classes--The Chinese Perspectives.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Education Research Association (22nd, Hilton Head, SC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; Elementary Secondary Education; Foreign Countries; *Small Classes; *Teacher Attitudes; Teachers; Urban Schools
IDENTIFIERS- China

This study investigated Chinese teachers' attitudes about the benefits of teaching small classes. Researchers administered a survey with open-ended questions to a sample of 54 teachers in a mideast Chinese urban school district. The study investigated their responses on issues related to the functions and benefits of having small classes for both teachers and students. Findings indicated that the Chinese urban teachers preferred teaching small classes, perceiving small class size as a beneficial factor not directly related to student achievement. They believed that small classes facilitated more individualized help from teachers, more student-teacher interactions, better classroom management, and a reduced teacher workload. They also believed in teachers encouraging and creating competition among students, which they regarded as important for students in large classes to succeed. Some cultural differences were also found. (Contains 19 references.) (SM)

ED 435 591 SP 038 839

Chi-chung, Lam; Yun-peng, Ma; Ngai-ying, Wong
Teacher Development, Not Accountability Control, Is the Key to

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Elementary Secondary Education; Mentors; *Teacher Influence; Teacher Role; *Teacher Student Relationship; *Teachers

This book includes stories and anecdotes about extraordinary, real-life teachers who have influenced lives and helped make the world a better place. Essayists from a variety of professions and backgrounds reflect upon the importance and impact of an educator in their lives who recognized and nurtured their potential. The essays are organized into types of experiences and featured in 10 chapters: (1) "Shining Stars and Inspirations"; (2) "Mentors, Masters, and Muses"; (3) "Throw Out the Rule Books"; (4) "The 'Aha' Moment"; (5) "To Sir, with Love"; (6) "Will This Be on the Test?" (7) "Let There Be Light"; (8) "The Advocate"; (9) "Eccentricities and All"; and (10) "In the Presence of Greatness." (SM)

ED 435 612 SP 038 863

Maloy, Robert W.; Seidman, Irving
The Essential Career Guide to Becoming a Middle and High School Teacher.
PUB DATE- 99
NOTE- 238p.; Published by Bergin & Garvey.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Change; *Career Choice; *Career Planning; High Schools; Higher Education; *Middle School Teachers; Middle Schools; Preservice Teacher Education; *Secondary School Teachers; Teacher Certification; Teacher Employment

This book gives step-by-step guidance about how to enter the field of secondary school teaching. It is intended for college students making choices about courses and programs of study, recent college graduates pursuing professional positions, experienced workers thinking about changing careers, and high school students planning for college. Two parts include nine chapters. Part 1, "Becoming a Teacher," presents the essential steps to preparation, certification, and employment as a middle and high school teacher. It includes: (1) "Entering a Career That Matters"; (2) "Teaching in Schools Today"; (3) "Navigating the Certification Maze"; (4) "Finding a Program That's Right for You"; (5) "Getting Accepted into the Program of Your Choice"; (6) "Succeeding as a Student of Teaching"; and (7) "Finding Your First Job in Teaching." Part 2, "Profiles and Resources," brings together essential facts from various sources in a format that prospective teachers can use when making decisions about how best to prepare for a career in teaching. This section offers: (8) "State-by-State Profiles for New Teachers" and (9) "Directory of Resources." References are contained at the end. (SM)

ED 435 613 SP 038 866

Rabow, Jerome; Chin, Tiffani; Fahimian, Nima
Tutoring Matters: Everything You Always Wanted To Know about How To Tutor.
PUB DATE- 99

IDENTIFIERS- North Carolina

Classroom assessment is how teachers find out how well students are learning. It is important because teachers need a lot of information for the decisions they have to make. It can take many forms, such as paper and pencil assessments, performance assessments, conversations, or observations. Classroom assessments are built on clear goals and criteria for quality work so that they can help teachers guide students. A parent should expect that classroom assessments will be clear and reflect what is important in the class. They should provide specific information about what students are learning, and they should use different assessment strategies. Teachers should provide specific and useful feedback, and assessments should focus on thinking and understanding as well as having correct answers. Classroom assessments help teachers require high standards for all students. (SLD)

ED 435 635 TM 030 234

Roeber, Edward; Bond, Linda; Connealy, Selena
Annual Survey of State Student Assessment Programs. Volumes I and II. Data on 1996-97 Statewide Student Assessment Programs, Fall 1997.
PUB DATE- 98
NOTE- 539p.; For the 1996 survey, see ED 412 283. For "Trends in Statewide Student Assessment Programs, Fall 1997," see TM 030 236.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *State Programs; *Student Evaluation; Surveys; Tables (Data); Test Construction; *Test Use; *Testing Programs
IDENTIFIERS- Test Directors

Volume 1 of the fall 1997 annual survey tabulates information about each state's assessment program during the 1996-97 school year. This volume contains the survey sent to state assessment directors, which was completed by representatives of all 50 states, and a summary table that lists the types of programs in each state. A list of state assessment directors is also provided. Data tables contain responses in table form, grouped into "General Concerns" and "Special Topics." Volume 2 contains data about program components and an order form. It provides information about the components of the states' assessment programs, grouped into the following categories: (1) "Who Is Assessed, When, and How"; (2) "Assessment Purposes"; (3) "Performance Standards"; (4) "Students with Disabilities Exemptions and Accommodations"; (5) "LEP Students Exemptions and Accommodations"; and (6) "Assessment Results Reporting." (SLD)

ED 435 636 TM 030 236

Bond, Linda; Roeber, Edward; Connealy, Selena
Trends in State Student Assessment Programs. Data on Statewide Student Assessment Programs, Fall 1997.
PUB DATE- 98
NOTE- 45p.; For the 1996 Trends Assessment, See ED 412 278. For the Fall 1997 Annual Survey Volumes 1 and 2, see TM 030 234.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Databases; Educational Trends; Elementary Secondary

students at large. In 1987-88, Hawaii ranked 48th among the states in pupil-to-teacher ratio, but by 1992-93, Hawaii had tied for 35th place. However, fiscal constraints beginning the following year halted progress on this educational indicator. Hawaii now ranks first among the states in tax collections per capita, but is last in the percentage of state and local revenue allocated to public schools. Over 86% of Hawaii's schools have committed to the process of implementing school-based management, and 71% have already implemented school-based management. Information on context, process, and outcomes indicators is provided. (Contains 28 figures, 24 tables, and 24 endnotes.) (SLD)

ED 435 658 TM 030 285

Saunders, Nancy G.; Batson, Ted
Cooperative Learning Strategies in Graduate Education.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; *Cooperative Learning; *Employers; *Graduate Students; Graduate Study; Graduate Surveys; Higher Education; Instructional Effectiveness; Interaction; Masters Programs; Nontraditional Education; *Teacher Education; Workshops
IDENTIFIERS- Indiana Wesleyan University

The purpose of this study was to explore the effectiveness of cooperative learning strategies in promoting the affective and cognitive growth of adult learners by describing and analyzing student and employer responses to a graduate level teacher education program. The Master of Education program at Indiana Wesleyan University, Marion, Indiana was designed for teachers seeking an advanced degree with a focus on curriculum and instruction. Courses were offered to cohorts at off-campus locations around the state as daylong Saturday workshops. The primary instructional design was student-centered, using cooperative and interactive learning strategies for students in groups of two or three. Evidence was collected from 740 graduates of the program and 56 of their employers over a 2-year period. Fifty current participants were also interviewed in focus groups. Responses to the graduate and employer surveys indicated that cognitive growth did occur for graduates of the program. Students reported growth in their ability to demonstrate instructional effectiveness, manage classroom learning, and be a more reflective practitioner. Administrators reported employees' growth in their abilities to use varied resources, methods and technology, and teaching skills. Responses of both graduates and administrators support the conclusion that cooperative strategies in this program contributed to cognitive and affective growth. (Contains 28 references.) (SLD)

ED 435 659 TM 030 286

Durning, Jermaine; Matyasec, Maryann
Improving Student Achievement through Alternative Assessments.
PUB DATE- 99
NOTE- 117p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Colored figures may not reproduce

The goal of this new procedure is to help establish a zone of proximal development and to assess the young child's emerging skills necessary for school learning. Other dynamic assessment procedures and their contributions to the field of psychology assessment are reviewed, and the need for this new procedure is established with a sample of 26 preschool children. Aspects of validity of the ACFS procedure were then studied. Although the study is limited, pretest to posttest gain scores were found, with some relationship between behavior during mediation and performance on the posttest. These provide evidence that the behavioral scale is reliable. An appendix contains the letter sent for parental consent for children to participate in the study. (Contains 4 tables and 34 references.) (SLD)

ED 435 682   TM 030 313

Kirchner, Robert A.
Creating and Sustaining State and Local Evaluation Capacities.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Local Government; Policy Formation; *Program Evaluation; *State Programs; *Systems Approach

Assessment and evaluation can be important tools in improving the effectiveness and quality of programs, especially criminal justice programs, if they are integrated into the plans and designs of strategies instead of being added later. An evaluation systems approach to program development is needed to ensure that effectiveness and efficiency are maintained and that progress on program objectives is communicated to policy makers, managers, and the public. There are four criteria that define an effectively managed program: (1) acceptable description of goals and objectives; (2) linkage between program activities and objectives; (3) performance information; and (4) acceptable performance. An analytical model is suggested that demonstrates the linear progress of evaluation and performance data from program goals to specific activities, through performance measurement, to analysis and interpretation of the results and necessary corrective actions. Evaluation is an important program development tool, not an isolated event that can be performed once and then forgotten. Three appendixes contain charts about evaluation systems and models. (SLD)

ED 435 683   TM 030 314

Davila, Norma
Charting the Future of Assessment in Systemic Educational Reform: Teacher and School Principal Involvement in Evaluation and Assessment Use.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999). Adaptation of a paper presented at the Annual NISE Forum (4th, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Association (Psychology); *Behavioral Sciences; *Correlation; *Interrater Reliability; *Research; Research Design; *Sampling; *Statistical Significance
IDENTIFIERS- Confidence Intervals (Statistics); *Intraclass Correlation

Against an historical backdrop, this paper summarizes four uses of intraclass correlation of importance to contemporary researchers in the behavioral sciences. First, it shows how the intraclass correlation coefficient can be used to adjust confidence intervals for statistical significance testing when data are intracorrelated and the independence assumption is violated. Closely related to this discussion is a second application of the intraclass correlation coefficient to research design and sampling methodology in settings in which data are nonindependent. The third example is the use of the intraclass correlation coefficient as a measure of association. Finally, several versions of intraclass correlation coefficients, used as measures of interrater reliability among judges, are described. (Contains 7 tables, 2 figures, and 36 references.) (SLD)

ED 435 706 TM 030 337

Witta, E. Lea
High School Student - High School Parent: Are There Differences in Perceived Strengths and Weaknesses of an Educational Interactive Video Program?
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). For a related document, see TM 030 338.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Distance Education; *High School Students; High Schools; *Interactive Video; *Parent Attitudes; *Parents; Program Evaluation; *Student Attitudes; Surveys

This study was conducted to determine if there were differences in strengths and weaknesses of an educational interactive video program perceived by high school students and their parents over a 4-year time span. Parent and student responses to open-ended questions concerning strengths and weaknesses of the interactive distance learning program were first categorized and contrasted by status (student or parent). There were 1,505 respondents (1,024 students and 481 parents). There were no differences in perceived strengths. There were, however, differences detected in weakness responses based on status. Loglinear models were then used to examine strength by status by site (home/remote), strength by status by semester, weakness by status by site, and weakness by status by semester. Statistical significance was detected in all models. Results are discussed. (Contains 6 tables, 6 figures, and 18 references.) (Author/SLD) or social science. Data from this study provide further evidence of the importance of flexible combination ability to academic success and point to the importance of including cognitive flexibility in models of intelligence. (SLD)

ED 435 728 TM 030 360

Howley, Aimee; Kusimo, Patricia S.; Parrott, Laurel
Grading and the Ethos of Effort.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Beliefs; *Females; *Grades (Scholastic); Grading; *Middle School Students; Middle Schools; *Report Cards; Rural Schools; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Effort

As part of a larger study, variables that significantly influenced the grades of young girls were investigated. The sample included 52 middle-level girls (grade 7), all of whom were participants in a project examining factors that support or inhibit rural and urban girls' participation in science, mathematics, and technology. Preliminary analyses of the academic achievement and grades of the participants identify pronounced school-level effects related to the variables that affected students' grades. A questionnaire was developed to determine teacher beliefs about grades. The questionnaire was administered to 52 teachers in the 3 schools attended by the participants. Results reveal that, at least among the schools studied, there are certain beliefs about grading that differ from school to school. School-level scores on a scale named "ethos of effort" (one of three scales from the questionnaire) distinguished among teachers from the three schools. Results suggest that teachers in schools with a more custodial orientation may compound effort and achievement to a greater degree than teachers in schools with a more optimistic and humanistic orientation. Findings lend support to the contention that report card grades should be based on achievement only, since the incorporation of other factors, such as effort, confounds the meaning of grades. When grades are deflated by the inclusion of nonacademic measures, students may come to see themselves as less capable than they actually are. (Contains 1 table, 1 figure, and 43 references.) (SLD)

ED 435 729 TM 030 361

Student Assessment and Performance. Measuring Up: The State of Texas Education. A Special Report of the Texas Kids Count Project.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Achievement Tests; Educational Assessment; Elementary Secondary Education; Standardized Tests; *Student Evaluation; *Test Use
IDENTIFIERS- Texas; *Texas Assessment of Academic Skills

This report focuses on the standards and test schools used to measure student and school performance in Texas. The primary method for evaluating the academic achievement of Texas public second step, evaluators could develop knowledge-based outcome tests for each field and course. Then a teacher's overall assessment could be calculated as a weighted average of the two scores. (Contains 5 tables and 14 references.) (SLD)

ED 435 751 TM 030 403

Le Rouzie, Violaine; CuSick, Mary
Immediate Evaluation of Training Events at the Economic Development Institute of the World Bank Measuring Reaction, Self-Efficacy and Learning in a Worldwide Context.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; *Learning; Program Evaluation; Responses; *Self Efficacy; Self Evaluation (Individuals); *Training
IDENTIFIERS- *World Bank

The Economic Development Institute of the World Bank (EDI) conducts extensive training events for a variety of audiences throughout the world. Over the years, EDI has used several types of instruments to evaluate these events. Drawing lessons from these experiences, this paper presents a "hierarchy" of training evaluation designs. These are: (1) one-time post-training design; (2) pre-post self-assessment; and (3) pre-post design for assessing learning. The pros and cons of self-assessment versus actual testing, one-time measure versus multiple measures, and how to introduce a "control group" in a feasible way for a training organization are discussed. The paper also addresses some measurement challenges due to the context of international development involving worldwide audiences. (Author/SLD)

ED 435 752 TM 030 404

Kazelskis, Richard; Reeves-Kazelskis, Carolyn
The Math Anxiety Questionnaire: A Simultaneous Confirmatory Factor Analysis across Gender.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Cognitive Processes; *College Students; Higher Education; Mathematics Anxiety; *Sex Differences
IDENTIFIERS- Confirmatory Factor Analysis

A. Wigfield and J. Meece (1988) developed the Mathematics Anxiety Questionnaire (MAQ) to measure the cognitive and affective aspects of mathematics anxiety. In particular, using school-aged students, Wigfield and Meece have provided evidence that the MAQ measures two factors identified as Worry and Negative Affective Reactions. This study used responses of 35 male and 173 female college students in a 2-group simultaneous confirmatory factor analysis to see if the 2-factor model for the MAW held for both males and females. The results of the

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 98
NOTE- 206p.; Foreword by M. Hayes Mizell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Collegiality; Educational Change; *Educational Environment; Grade Repetition; *Middle School Teachers; *Middle Schools; *School Culture; Standardized Tests; Teacher Collaboration
IDENTIFIERS- Reform Strategies

Viewing standards from the perspective of classroom teachers, this book discusses the need to alter middle school culture to facilitate meaningful improvements in the teaching-learning environment. It emphasizes efforts by middle grades educators to make schools and classrooms places where more students work harder to do work of higher quality more of the time. Section 1, "Introduction," introduces the issue. Section 2, "If 'Standards' Are the Solution, What Are the Problems?" discusses the political context of the standards movement and examines standardized testing, grade retention, and bureaucratic accountability. Section 3, "Building a Culture of High Standards: Turning Rhetoric into Practice," discusses three essential building blocks: a focus on student work supported by a rich instructional program, a motivational climate for high standards, and a collegial community for professional practice and accountability. Section 4, "What Districts and States Can Do To Promote a Culture of High Standards in Every School," discusses such issues as: sending clear messages; promoting cross-program collaboration around curriculum innovation; nurturing principals as instructional leaders; helping schools reschedule to make time for professional learning; supporting teacher networks and study groups; convening teachers system-wide to develop rubrics and identify exemplars; identifying resources to match reform goals; developing public support; and charting new territory. Section 5, "Conclusion," wraps up the report. (Contains approximately 160 references.) (SM)

ED 435 774   UD 033 176

Aponte, Sarah
Dominican Migration to the United States, 1970-1997: An Annotated Bibliography. Dominican Research Monographs.
PUB DATE- 99
NOTE- 178p.; "This publication has been made possible in part by the support of the Office of Organized Research, the City University of New York."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Dominicans; Foreign Countries; *Hispanic Americans; *Migration Patterns; Spanish Speaking; United States History
IDENTIFIERS- *Dominican Republic; New York

This annotated bibliography provides an overview of the history, development, and representation of the process of Dominican migration to the United States. It examines the causes and consequences of this massive exodus in connection with the economic and political rapport between the Dominican Republic and the United States. It also offers an introduction to the relevant materials, evaluating the existing research on the subject and annotating Dominican migration sources written in education reform movement, this article presents a brief overview of the key public factors that contribute to school readiness. These factors include both historical and contemporary American views of early learning as reflected by government funding, early learning and teacher education field practices, professionalization of early childhood teachers and improvement of education departments, and public policy as manifested by teacher certification and accountability. The article suggests that with the hindsight gained from historical knowledge and a clear understanding of the factors that contribute to school readiness, we are better equipped to make the first goal of today's educational reform a reality--that all children in America start school ready to learn. (Contains 35 references.) (Author/LLP)

ED 435 504 PS 028 128

Harkema, Ruth
The School Bus Project.
PUB DATE- 99
NOTE- 47p.; This article is the sixth of six articles in this second issue of a new electronic journal (See PS 028 122). Articles are each paginated independently.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Documentation; Experiential Learning; Learning Activities; Parent Attitudes; Parochial Schools; *Preschool Children; *Preschool Education; *School Buses; *Student Projects; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard); Reflective Practice; Visual Representation

A preschool class of 4- and 5-year-old children in a Midwestern Christian school chose to study school buses as a class project. This article discusses the goals of the project; describes the three phases of the project, including the children's representation of parts of the bus; provides the teacher's reflections on the project; and presents parents' comments on the project. The article also contains a memory book that documents the project using photographs. (Author)

ED 435 505 PS 028 131

Menendez, Susana; Hidalgo, M. Victoria
The Impact on Parents of the Arrival of a New Baby: Their Expectations and the Changes Which They Go through.
PUB DATE- 99
NOTE- 6p.; Poster presented at the European Conference on Developmental Psychology (9th, Island of Spetses, Greece, September 1-5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; Fathers; Interviews; Longitudinal Studies; Mothers; *Parent Attitudes; *Parents; *Pregnancy
IDENTIFIERS- First Time Fathers; First Time Mothers

Research on the transition to parenthood suggests that the extent of the changes mothers and fathers undergo depends to a degree on the expectations which they develop during pregnancy. This study focused on expectations held by parents-to-be at the outset of the pregnancy regarding the potential effects that the baby's arrival would have on various aspects of their bilingual education for indigenous peoples, adult education and literacy campaigns, and 1995 illiteracy rates by age groups for the general and indigenous populations. Chapter 3 examines the development of binational educational cooperation and describes various national and state projects such as teacher and faculty exchanges, provision of Mexican textbooks and adult education materials to U.S. programs, student exchanges, immigrant services, and bilingual teacher education. Chapter 4 focuses on strengths of Mexican students, culturally relevant teacher strategies, ways to promote parent involvement, and implications of characteristics of effective schools. Appendices list school strategies relevant to Hispanic students, organizations that focus on helping Mexican and Mexican-American students, and Web sites on Mexico. (Contains 46 references and an index.) (SU)

ED 435 523 RC 022 141

Sorensen, Barbara, Ed.; Pierce, Dick, Ed.
"Winds of Change" Magazine's 6th Annual College Guide for American Indians.
PUB DATE- 99
NOTE- 94p.; AISES Publishing, Inc., is associated with the American Indian Science & Engineering Society, Albuquerque, NM.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alaska Natives; *American Indian Education; *American Indians; *College Admission; *College Choice; College Students; *Colleges; Counselors; Higher Education; Institutional Characteristics; *Paying for College; School Holding Power; Student Financial Aid
IDENTIFIERS- *Student Support Services

This guide provides college information tailored for American Indian and Alaska Native students, their families, and their counselors. The heart of the guide is a unique compilation of 199 schools selected because they have a supportive American Indian community and graduate a good percentage of their Native undergraduates. In a double-page format, the left page contains descriptive information on colleges (level of competitiveness, type, setting, enrollment, costs, and student and faculty statistics), while the right page contains information on the American Indian community (statistics on Native students, their majors, and degrees awarded to them) and financial, academic, and support programs for American Indian and Alaska Native students. The guide also includes articles that profile Native students and their experiences, describes six colleges of varying size and type that serve Native students well, discusses the role and successes of tribal colleges, highlight an intensive college preparatory seminar for Native high school students, profile four American Indian guidance counselors, give practical advice on writing the college application essay and applying for student financial aid, and describe the Teach for America program and the need for Indian teachers. Resources available on the Internet are briefly described. The guide contains photographs and many paid advertisements describing opportunities for Native Americans in colleges, universities, and corporations. (SU)

ED 435 524 RC 022 143

school and how she changed and adapted the knowledge and skills developed at university to practical situations are identified. (Contains 26 references.) (Author/NB)

ED 435 548 SE 062 954

Mulholland, Judith; Wallace, John
Learning and Teaching Elementary Science in the Transition from Preservice to Inservice Teaching.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For related case studies, see SE 062 952-953.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Educational Research; Elementary Education; Elementary School Teachers; Expectation; Foreign Countries; Higher Education; Knowledge Base for Teaching; Research Utilization; *Science Education; Student Teachers; *Teacher Attitudes; *Teacher Background; Teacher Characteristics; *Teacher Education; Teacher Persistence
IDENTIFIERS- Australia

Elementary teachers' attitudes towards science and their confidence to teach it have for some time been identified as important in determining both the quality and quantity of science taught to children. Attitudes and confidence are influenced greatly by the teachers' own experiences as learners of science and as teachers of science. This paper reports on a longitudinal case study of three elementary teachers during their transition from preservice to inservice teaching. The study identifies experiences that were helpful in overcoming initial lack of confidence in studying science and experiences that were perceived by participants to be helpful in preparation for teaching science in the elementary school. The paper identifies ways in which the beginning teachers perceived and addressed constraints to science teaching in the elementary school and how they changed and adapted the knowledge and skills developed at university to practical situations. The use by researchers of a specialist science teacher's perspective for evaluating elementary science classes is discussed. (Contains 47 references.) (Author/NB)

ED 435 549 SE 062 955

Pruneau, Diane; Chouinard, Omer; Musafiri, Jean-Pierre; IsaBelle, Claire
Factors Influencing the Desire To Take Environmental Action in Communities.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Action; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Motivation; *Social Influences
IDENTIFIERS- New Brunswick

In a coastal community, four social groups were chosen to which conduct research and education related to world problems of conflict resolution and peace. The paper is divided into sections on: (1) "Origins"; (2) "Conceptual Development"; (3) "Critical Perspectives"; (4) "Applied Peace Studies"; (5) "Peace Education"; and (6) "Future Directions." The paper concludes that the international development and structure of peace studies have reflected the emergence of a global culture and awareness after World War II, associated with the shrinkage of distance brought about by the revolution in communications and transportation. Contains 37 notes. ((BT))

ED 435 571 SO 030 549

Lewis, Barbara A.; Espeland, Pamela, Ed.
What Do You Stand for? A Kid's Guide to Building Character.
PUB DATE- 98
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Needs; Citizenship Education; Elementary Secondary Education; Parent Participation; *Personality Development; Social Studies; *Values; *Values Clarification; Values Education
IDENTIFIERS- *Character Development; Character Education

This book focuses on encouraging children to see the value in developing values, not because of any current fashion or political trend, but because honesty, empathy, integrity, and other core values are necessary to form the confident and capable good neighbors, teachers, businesspeople, politicians, and clergy of tomorrow. The book assumes that each individual wants to be a person of good character. It teaches children how to recognize a situation or choice, weigh the options, think it through, and make a decision that is right for them and those around them. Divided into 28 chapters, each focusing on a value like integrity, respect, citizenship, honesty, leadership, and responsibility, the book challenges readers to think about positive character traits, encouraging them to understand themselves and their role in the world around them. Each chapter poses character dilemmas to spark discussion and debate, and helps children explore what they stand for--with suggested activities to try at school, at home, and in their community. The book also guides young readers to a wide array of additional resources such as related books, organizations, programs, and Web sites. Contains reproducible pages. (BT)

ED 435 572 SO 030 579

Blankenship, Glen; Brown, Christopher; Johnson-White, Julia; Moffitt, Louisa; Papp, Daniel
Russia and the Other Former Soviet Republics in Transition. An Instructional Guide.
PUB DATE- 98
NOTE- 239p.; Support provided by the Georgia Public Telecommunications Commission and the Lettie Pate Evans Foundation. A six-part videotape accompanies the guide.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Successful Curriculum Implementation: A Case Study of Two Primary Schools in Northeast China.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; *Faculty Development; Foreign Countries; Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; National Curriculum; Principals; Rural Schools; Teacher Attitudes; *Teacher Improvement; Urban Schools
IDENTIFIERS- China; Teacher Knowledge

Chinese researchers investigated how mathematics teachers in two elementary schools in northeast China adapted the national curriculum. One school was in a very poor, mountainous area, and the other school was in a very large city. Both used the national curriculum and the same set of teaching materials. Researchers used ethnographic methods to collect data. Over 4 weeks, they conducted formal and informal interviews with teachers and principals, chatted with students, observed lessons, collected in-house curriculum documents (e.g., lesson plans and work schemes), and attended staff meetings and subject panel meetings. Results indicated that teachers in both areas closely followed the requirements of the textbooks and suggestions of the teacher reference book. Teachers had a strong influence on how the subject was planned and delivered. Their decisions were based on professional knowledge, educational beliefs, and the public examination. There were some marked differences between urban and rural schools in the way teachers adapted the curriculum and teaching materials. There were obvious differences in terms of school culture between the two areas. Teacher development was crucial to successful curriculum change. (Contains 11 references.) (SM)

ED 435 592 SP 038 840

Ohlund, Barbara; Andrews, Sandra; Yu, Chong Ho; Jannasch-Pennell, Angel; DiGangi, Samuel A.
Impact of Asynchronous and Synchronous Internet-Based Communication on Collaboration and Performance among K-12 Teachers.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Electronic Mail; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Internet; Teacher Attitudes; *Teacher Collaboration; Teachers; *Telecommunications

This study investigated the use of asynchronous (mailing lists) and synchronous (chat sessions) Internet-based communication and their impact on teachers' attitude toward collaboration, activity completion rates, and test performance. The study also investigated the impact of collaboration on activity completion rates and teacher performance measured by objective tests. The

NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Cross Age Teaching; Diversity (Student); Elementary Secondary Education; Higher Education; Interpersonal Competence; *Peer Teaching; Student Attitudes; Student Motivation; *Student Participation; Student Volunteers; Students; *Tutoring

This manual encourages students to act as volunteer tutors. Chapter 1, "Attitudes, Anxieties, and Expectations," discusses normal fears and anxieties and unconditional acceptance. Chapter 2, "Building Relationships," looks at making connections, building trust, motivating students to learn, going beyond academics, and establishing boundaries. Chapter 3, "Teaching Techniques," discusses getting students interested and involved, easing student fears, letting students lead, challenging students, and recognizing student ploys. Chapter 4, "Race, Gender, Class, and Background Differences," looks at anticipating differences before the relationship begins, riding the roller coaster relationship, and overcoming differences. Chapter 5, "Other Adults: Parents, Teachers, and Administrators," includes attitudes and involvement with other adults and what students can do as tutors. Chapter 6, "Good-Byes: Ending the Tutorial Relationship," focuses on difficulties in saying good-bye, harmful ways of saying good-bye, how to say good-bye, gifts, talking about the experience, and learning experiences. Twenty-five final pointers for tutors are included. Each chapter contains recommended readings. (SM)

ED 435 614 SP 038 867

McKay, Alexander
Sexual Ideology and Schooling: Towards Democratic Sexuality Education.
PUB DATE- 98
NOTE- 214p.; First published in Canada by The Althouse Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democracy; *Democratic Values; Elementary Secondary Education; Liberalism; Moral Values; Pregnancy; Public Schools; Sex Differences; *Sex Education; Sexual Identity; *Sexuality; Social Influences; *Social Values
IDENTIFIERS- Sexually Transmitted Diseases

This book examines the issue of sexuality education in the schools. Chapter 1, "Sexuality and Sexuality Education: Implications for the Nature of Society," discusses the controversy over the issue. Chapter 2, "Restrictive and Permissive Sexual Ideologies," provides an analytical framework for clarifying conflicts around human sexuality that permeate Western culture. Chapter 3, "Sexual Ideology in the Schools," applies the categories of restrictive and permissive sexual ideology to an analysis of sexuality education in the schools. Chapter 4, "Discovering the Truth about Sexuality," uses a social constructionist analysis of human sexuality to argue that arriving at the truth about sexuality in either a scientific or philosophical sense is inescapably dependent on one's presuppositional lenses for perceiving the reality of how the world operates. Chapter 5, "Sexuality, Moral Pluralism, and

Education; *State Programs; *Student Evaluation; Surveys; Tables (Data); Test Construction; *Test Use; *Testing Programs; *Trend Analysis
IDENTIFIERS- Test Directors

This document describes the trends in statewide assessment programs. It is based on surveys conducted for the Council of Chief State School Officers. Assessment directors from the 50 states were asked to provide information about the current state of assessment programs and to describe how the programs have changed over the past 6 years, including the 1996-97 school year. The following chapters contain information about state assessment programs: (1) "Introduction to the State Student Assessment Programs Database"; (2) "Overview of State Student Assessment Programs"; (3) "Newer Forms of Statewide Assessment"; (4) "Assessment of Students with Disabilities and English Language Learners"; and (5) "Statewide Assessment History and Trends." An appendix contains a summary table and two figures. (Contains 23 charts, 1 table, and 2 figures.) (SLD)

ED 435 637 TM 030 237

Key State Education Policies on K-12 Education. Standards, Graduation, Assessment, Teacher Licensure, Time and Attendance. A 50-State Report.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Attendance; Educational Assessment; *Educational Policy; *Elementary Secondary Education; High School Graduates; Policy Formation; *Public Schools; Surveys; *Teacher Certification; Test Use; Time Factors (Learning)

The aim of this report is to inform policymakers and educators about the current status of key education policies across the 50 states that define and shape elementary and secondary education in public schools. The fifth in a series, this report contains policy information for the 50 states and 5 extra-state jurisdictions as of spring 1998. It reports on policy trends concerning time and attendance, content standards, credits for high school graduation, teacher licensure, and student assessment. In 1998, expanded information is provided on graduation requirements, teacher assessment, recommended textbooks and curriculum materials, professional development, and school leader/administrator licensure. Appendixes discuss the use of teacher standards in teacher education and the use of standards on the education of school leaders and administrators. (Contains 26 tables.) (SLD)

ED 435 638 TM 030 238

MacMillan, Thomas; Manise, Jennifer
State Education Accountability Reports and Indicator Reports: Status of Reports across the States 1999. Results of a 50-State Survey by the CCSSO State Education Assessment Center.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Elementary Secondary Education;

clearly; document contains filled-in print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Educational Assessment; *High School Students; High Schools; *Junior High School Students; Junior High Schools; *Performance Based Assessment; Portfolio Assessment; Pretests Posttests; Self Esteem; Student Attitudes; Test Use
IDENTIFIERS- *Alternative Assessment

An attempt was made to improve students' academic grades and students' opinions of themselves as learners through the use of alternative assessments. The format of mastery learning using the direct instruction practice model was combined with performance-based assessment to increase achievement, self-esteem, and higher level thinking skills. Researchers selected five students from a sixth-grade heterogeneous mathematics class at a junior high school and five students from a ninth-grade honors English class at a high school. Students were given pretests and posttests at the beginning and end of each unit and were asked to complete charts before and after the experimental instruction indicating what they knew (K), what they wanted to know (W), and what they learned (L). The KWL chart served as an alternative assessment, as did "PMI" (Plus, Minus, Interesting) charts rating topics learned, portfolios, and improvement rubrics allotting bonus improvement points. The use of pretests and posttests allowed the teachers to see that the students were improving. The other assessment strategies also appeared helpful in promoting academic achievement and student self-esteem. The use of bonus improvement points was a good incentive for student improvement. Nineteen appendixes contain sample charts and examples of conventional and alternative assessments. (Contains 26 references.) (SLD)

ED 435 660 TM 030 287

Bartscher, Beth; Carter, Andrea; Lawlor, Anna; McKelvey, Barbara
Expanding Student Assessment Opportunities.
PUB DATE- 99
NOTE- 131p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Educational Assessment; Educational Change; Elementary Education; *Elementary School Students; *Junior High School Students; Junior High Schools; *Performance Based Assessment; Student Attitudes; *Test Use
IDENTIFIERS- *Alternative Assessment

This paper describes an approach for expanding assessment opportunities for students to demonstrate their understanding of content. The targeted population consisted of elementary and junior high school students in two schools in a growing middle-class community in north central Illinois. The elementary school enrolled 467 students and the junior high school had a population of 1,505 students. The problem of limited assessment opportunities was documented through data revealing parent and student opinions and attitudes toward tests, and observation checklists related to student performance. The analysis of the probable cause of limited assessment opportunities suggested lack of teacher training in assessment, the isolation of basic skills, a lack of performance tasks in the learning environment, and a strong emphasis on test scores. A review of solution strategies resulted in the selection of an

(150)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Research; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; *Outcomes of Education; Participation; Systems Development; *Teachers
IDENTIFIERS- *Puerto Rico; *Reform Efforts; Statewide Systemic Initiative

This paper presents the evolution of and the lessons learned from a research approach to assessment of student outcomes, specifically of student academic achievement, being used by the Puerto Rico Statewide Systemic Initiative (PR-SSI), which is one of the statewide systemic initiatives for science and mathematics sponsored by the National Science Foundation. A participatory-research approach was selected for the evaluation and assessment of the PR-SSI in general and for the assessment of student academic achievement in particular. Triangulation of results has been a major element of the design from the beginning of the reform. Two different versions of the PR-SSI's model were developed. The evolution of the first and second versions show that considerable organizational learning took place within the PR-SSI. The final model, which incorporates information from the Third International Mathematics and Science Study and the engagement of teachers and administrators, challenges traditional notions of participant involvement in evaluation because it requires direct contributions to use results to improve teaching and learning and the teamwork of evaluators and content specialists to lead the self-assessment process. (SLD)

ED 435 684 TM 030 315

Vanden Berk, Eric J.; Cassata, Jennifer Coyne; Moye, Melinda J.; Yarbrough, Donald B.; Siddens, Stephanie K.
Teaching and Learning: Highlighting the Parallels between Education and Participatory Evaluation.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Educational Psychology; Evaluation Methods; *Evaluators; Teacher Student Relationship; *Teachers; Theories
IDENTIFIERS- *Participatory Evaluation; *Stakeholders

As an evaluation team trained in educational psychology and committed to participatory evaluation and its evolution, the researchers have found the parallel between evaluator-stakeholder roles in the participatory evaluation process and educator-student roles in educational psychology theory to be important. One advantage then is that the theories and processes of teaching and learning, inherent in participatory evaluation, are present in the training and everyday activities of the educator. However, the literature on participatory evaluation has neglected to take full advantage of this parallel (particularly when educators are the primary stakeholders). As evaluators working with educators, these researchers see it as part of their responsibility to ensure that this parallel is highlighted and understood. By critically examining the theories and practices of participatory evaluation and constructivism, they attempt to demonstrate how these parallels can lead to increased understanding and

ED 435 707 TM 030 338

Witta, E. Lea

High School Student - High School Parent: Are There Differences in the Evaluation of an Educational Interactive Video Program?

PUB DATE- 99

NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). For a related document, see TM 030 337.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; Distance Education; *High School Students; High Schools; *Interactive Video; *Parent Attitudes; *Parents; Program Effectiveness; Program Evaluation; *Student Attitudes; Surveys

The purpose of this study was to determine if there were differences in evaluation of an educational interactive video program between high school students and their parents over a 4-year time span. High school students participating in the interactive video program were surveyed during 5 semesters. Survey instruments were also sent to parents via the student. There were 1,024 student respondents and 481 parent respondents. Constructs for each group were determined using exploratory factor analysis. The mean vectors of similar constructs for each status group were contrasted using multivariate analysis of variance (MANCOVA) with semester and site as additional factors. In addition, similar questions for each status group that would not be included in a construct were also contrasted by MANOVA. Because heterogeneity of covariance matrices was not achieved in the initial sample, a stratified random sample of 150 was selected from each site and status group and the analysis repeated. Results indicate there are no differences in evaluation of the interactive video program between parents and students. These results are discussed. (Contains 4 tables and 19 references.) (Author/SLD)

ED 435 708 TM 030 339

Quellmalz, Edys; Schank, Patricia; Hinojosa, Thomas; Padilla, Christine

Performance Assessment Links in Science (PALS). ERIC/AE Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 99

NOTE- 4p.; PALS Web site: http://pals.sri.com .

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Information Dissemination; *Online Systems; *Performance Based Assessment; *Resources; *Sciences; *Standards

IDENTIFIERS- ERIC Digests

To meet the need for innovative approaches for sharing exemplary assessment resources, to facilitate new assessments, and to increase understanding of how the use of standards-based performance assessment can advance educational reform, SRI International is developing Performance Assessment Links in Science (PALS), an on-line, standards-based, interactive resource bank of science performance assessments. This digest

school students is a standardized test called the Texas Assessment of Academic Skills (TAAS). A review of TAAS scores and their uses suggests that the TAAS test may be given too much weight in the Texas educational system for evaluating students and schools. The TAAS is used not only for student assessment and school evaluation, but is also used to decide if students are ready to graduate. Although an increasing number of students are passing the TAAS, there is still substantial need for improvement. Fair learning standards should be based on a realistic assessment of the skills and knowledge that a student will need in college or the workplace. All children should have similar learning opportunities. High standards are the beginning, but students also need the belief that they have the ability to succeed. The Ysleta Independent School District, El Paso, Texas, demonstrates the success possible when the vision of the school district makes academic success nonnegotiable. Ysleta students are passing the TAAS at higher rates than in any other large urban district in the state. (Contains 2 figures, 4 tables, and 23 endnotes.) (SLD)

ED 435 730 TM 030 362

Ediger, Marlow
Statistics, the Teacher, and the Principal.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; Communication (Thought Transfer); Criterion Referenced Tests; *Educational Research; Elementary Secondary Education; Norm Referenced Tests; Principals; Reliability; *Research Reports; School Statistics; *Statistics; Teachers; *Test Results; Validity

Teachers and principals need to understand and be able to talk intelligently about statistics. They need to be able to clarify concepts and generalizations used in tests that measure student progress. Among the terms educators need to be able to explain are "mean," "average," "median," "validity," "reliability," "pilot studies," and "item analysis." Educators also need to be able to communicate the meanings of percentiles and standard deviations and the distinction between standardized and criterion referenced tests. Teachers, administrators, and measurement specialists should develop a booklet of major statistical concepts and generalizations to inform parents and others as to the meaning of these terms. (SLD)

ED 435 731 TM 030 363

Lane, Eliesh O'Neil; Dietz, James S.; Chompalov, Ivan; Bozeman, Barry; Park, Jongwon
Using the Curriculum Vita To Study the Career Paths of Scientists and Engineers: An Assessment.
SPONS. AGENCY- Department of Energy, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 59p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; *Careers; Coding; *Engineers;

confirmatory factor analysis indicate that the two-factor model is adequate for male and female college-aged samples and that the factor pattern is invariant across the genders. (Contains 3 tables and 12 references.) (SLD)

ED 435 753 TM 030 405

Le Rouzie, Violaine; Ouchi, Fumika; Zhou, Chunnong
Measuring "What People Learned" versus "What People Say They Learned": Does the Difference Matter?
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). Colored figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Correlation; Employees; *Learning; *Pretests Posttests; *Self Evaluation (Individuals); *Training
IDENTIFIERS- Self Report Measures; *World Bank

Training courses organized by the World Bank Institute (WBI) have recently started to assess participant learning using a randomized, cognitive pretest-posttest. Some trainers, however, feel reluctant to use this Level 2 evaluation (D. Kirkpatrick, 1994) in their courses, and continue to rely on participants' self-assessment of their own knowledge, a more common, traditional approach, that has been used by the WBI. This study investigated whether participants' perceptions about what they have learned can be a valid proxy of what they have actually learned. In some cases self-assessment by participants was positively correlated with the amount of their actual learning. However, the correlation was too weak to enable researchers to rely on perceived self-reported data on learning to measure actual learning. Breaking down the data by gender, region, education, or years of related experience showed that none of the groups studied were consistently able to validly assess how much they learned in a course. (Author/SLD)

ED 435 754 TM 030 406

Hopfer, Laura J.
Portfolio Assessment as Summative Documentation in a Teacher Preparation Program.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Higher Education; *Portfolio Assessment; *Preservice Teachers; *Self Evaluation (Individuals); Student Evaluation; *Summative Evaluation; *Teacher Education
IDENTIFIERS- University of Tennessee Knoxville

Exposing preservice interns to the process of portfolio development encourages these teachers in training to reflect on their knowledge, skills, and classroom practices as they evaluate their abilities. As an assessment tool, portfolios can be used to emphasize the connection to professional standards and reflect the maturity of academic decisions made by the educator in training. By incorporating the portfolio as evidence of teaching and implementation, evaluators are provided with summative documentation to assess their achievement of program goals. This paper describes the

English and Spanish. The bibliography includes books, book chapters, occasional papers, articles, unpublished manuscripts, monographs, working papers, and dissertations. As a reference guide to the study of Dominican migration from the 1970s to 1997 (with a 1998 addendum), this work represents the first existing academic tool that attempts to organize the available knowledge on the migratory experience of the Dominican people. (Author/SM)

ED 435 775 UD 033 179

The Superintendents' and Deans' Summit on Transformation and Collaboration for Student Success (April 22-23, 1997). Summary Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 16p.; "A summary report issued by the Mid-Atlantic Network of Superintendents and Deans."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Administrators; *College School Cooperation; *Educational Change; Educational Policy; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Leaders; Preservice Teacher Education; Public Schools; Teachers

This publication provides an overview of the proceedings of the Superintendents' and Deans' Summit on Transformation and Collaboration for Student Success. The overarching goal of the Summit was to develop a formal mechanism for forging the professional expertise of field-based practitioners and college level professional education programs. Participants included school superintendents and deans of colleges of education and arts and sciences in the mid-Atlantic region; policymakers and administrators from state departments of education in the mid-Atlantic region; and members of the U.S. Department of Education. There papers are: (1) "Introduction" (Margaret C. Wang) reviewing the issue; (2) "Developing a Plan of Action: A Summary of Key Observations and Next-Step Recommendations" outlining major topics of discussion and specific next-step plans on policy and professional development issues and implementation concerns generated by Summit participants; (3) "Managing Change" (Michael Fullan) providing a summary of the Summit's keynote address; (4) "Teachers for the 21st Century"(Stephen L. Sokolow) examining the knowledge base for teacher preparation in the 21st century; and (5) "Shattering the Status Quo: Preparing Administrators for the Future" (John A. DeFlaminis) outlining specific strategies for preparing administrators for the next millennium. (SM)

ED 435 776 UD 033 180

Johnson, Roy
Attrition Rates in Texas Public High Schools Still High.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Dropout Prevention; *Dropout Rate; Dropout Research; Dropouts; Enrollment Trends; *Public Schools; School Districts; Secondary Education; Secondary School Students; State

lives. One year later, data were obtained about the real changes experienced by the parents. Participating in the study were 95 families studied longitudinally from the beginning of the mother's pregnancy until their children were 10 to 12 months old. Subjects differed in parity, educational level, and maternal employment status. Fathers and mothers were interviewed separately regarding their social network and social support, marital relationship, division of domestic labor, expected father involvement in childrearing, and resources for facing parenthood. At a follow-up visit to their homes, parents were interviewed regarding the same issues, and they also noted their level of satisfaction with parenthood. Findings indicated that the actual impact of the arrival of a baby was anticipated only in a very general, nonspecific way and that the expectations held during pregnancy corresponded poorly with the actual situation parents experienced a year and a half later. (KB)

ED 435 506 RC 021 854

Meier, Deborah W.
Our Challenge: To Set the Highest Possible National Standard--for Human Relationships.
PUB DATE- 99
NOTE- 8p.; Keynote speech contributed to Electronic Symposium, "Public School Standards: Discussing the Case for Community Control" (Burlington, VT, November 1998-February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Citizen Participation; *Community Control; Democratic Values; Educational Needs; Elementary Secondary Education; Parent Participation; *Parent School Relationship; *School Community Relationship; *School Role; School Size; Social Attitudes; *Social Environment
IDENTIFIERS- *Sense of Community

Public discussion of American education centers on crisis and decline. In response to these sentiments, citizens are fast abandoning all forms of local control over schools. Schools are controlled by increasingly distant experts. Some people think that this new direction is necessary because the schools have failed academically. On the contrary, schools have failed because they have already become too distant, unfamiliar, and unfamilial. The growth of home-schooling is due not to rigid ideologies or parental fears of academic failure, but rather to an increasing crisis of human relationships, a lack of trust among fellow citizens, and a lack of a sense of shared belonging to a common public culture. In large, distant schools, parents feel unwelcome, teachers have no time or opportunity to know their students, and students become alienated. When schools are organized sensibly, as communities, children respond by showing their best qualities. Democracy rests on relationships, and people must have early experiences of community if they are to learn and understand the workings of democracy. (SV)

ED 435 507 RC 021 981

Benson, Chris, Ed.
Changing Practice.
PUB DATE- 99
NOTE- 35p.

Howley, Aimee; Howley, Craig; Larson, William
Educational Planning in Rural Context.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Detroit, MI, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Bureaucracy; Educational Change; *Educational Planning; Elementary Secondary Education; *Principals; *Rural Schools; School District Size; State School District Relationship; *Suburban Schools
IDENTIFIERS- *Ohio; Rural Suburban Differences; *West Virginia

Principals' support for various approaches to educational planning were examined in rural and suburban schools in Ohio and West Virginia. It was expected that rational approaches to planning would be more prevalent in suburban than rural schools and in a state with more tightly coupled bureaucratic control (West Virginia) than a less tightly coupled state (Ohio). An instrument was developed that reliably measured principals' endorsement of rational and strategic planning ("new technicist planning") and somewhat less reliably measured their support for traditional-consensual planning, incremental planning, organized anarchy, and reactive planning. A mail survey, using the instrument, received responses from 207 West Virginia principals and 441 Ohio principals. Results show that new technicist planning was favored by suburban principals and by West Virginia principals. The traditional-consensual approach was favored by principals in suburban West Virginia and rural Ohio. Only rural West Virginia principals showed somewhat strong support for organized anarchy. Overall, the findings suggest that the particulars of locale (state and locale as they encompass and differentiate prevailing conditions) rather than locale per se (or uniquely) account for differences in principals' approaches to planning. (Contains 24 references.) (SV)

ED 435 525 RC 022 150

Wood, George H.
A Time To Learn: Creating Community in America's High Schools.
PUB DATE- 98
NOTE- 230p.; Cover title: "A Time To Learn: The Story of One High School's Remarkable Transformation and the People Who Made It Happen."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Change Strategies; Citizenship; *Educational Improvement; Educational Needs; Educational Practices; *Educational Strategies; *High Schools; Principals; School Administration; *School Culture; School Schedules; Small Schools; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Barriers to Change; Learning Communities; Sense of Community

In 1992, George Wood left academia to become the principal of a poor and struggling high school in rural Ohio. In 3 years, Federal Hocking High School became one of the region's top schools. This book offers guidelines, practical plans, and advice based on Wood's observations and experiences at Federal participate in various educational programs designed to promote their desire to take environmental action. At the end of these educational programs, conducted by a scientist and an environmental educator, the participants were invited to get involved in the resolution of an environmental problem: that of the lack of vegetation in the village or that of a damaged stream. Following the positive response of all four groups, researchers employed narrative inquiry and semi-structured interview techniques in order to identify the educational and sociocultural factors motivating the desire for action. Three judges analyzed the data using a priori categories, with openness towards emerging categories. The principal motivational factors identified were the visual observation of the problem, the reception of information, the impression that the task could be accomplished, the sense of solidarity, and the expectation of personal rewards following the action. (Contains 30 references.) (Author/ASK)

ED 435 550 SE 062 957

Kahle, Jane Butler, Ed.; Kelly, Mary Kay, Ed.
Pathways to Systemic Reform: Case Studies of Ohio Schools.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Mathematics Education; *School Restructuring
IDENTIFIERS- *Ohio; *Systemic Educational Reform

This document presents five case studies of Ohio schools in order to discuss ongoing systemic reform in Ohio. Papers include: (1) "Steele Middle School: 'The Best Education for the Best Is the Best Education for All'" (Jane Butler Kahle, Kathryn Scantlebury, Arta Damnjanovic, and Mary Kay Kelly); (2) "Urban Middle School: 'How Much Is Too Much?'" (Peter W. Hewson and Darleen Davies); (3) "Central Ohio Case Study" (Kelly M. Costner and Sigrid Wagner); (4) "Mathematics Education Reform at Lafayette Middle School" (Michael T. Battista); and (5) "Cross-Site Analysis of Five Schools Involved in Systemic Reform" (Peter W. Hewson and Jane Butler Kahle). (ASK)

ED 435 551 SE 062 962

Fisher, Dennis
Latitude Hooks and Azimuth Kings: How To Build and Use 18 Traditional Navigational Tools.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Astronomy; Boat Operators; Engineering; Higher Education; *History; Maritime Education; *Measurement Equipment; *Navigation; Oceanography; Sailing; Science Activities; *Seafarers; Secondary Education; *Technology; Technology Education; Vectors (Mathematics)

This book contains directions for building and using 18 different

DESCRIPTORS- *European History; Foreign Countries; *Government Role; Higher Education; International Relations; *Political Issues; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- Cold War; *Russia; Russian History; Soviet History; *USSR

This instructional guide is intended to be used with the six-part videotape "Russia and the Other Former Soviet Republics in Transition." The guide comprises essays that provide critical background information needed to understand the issues and events under discussion, which are the new countries that have grown out of the former Soviet Union; lesson plans; transcripts from the aforementioned videotape; glossary; bibliography; statistical grids; and maps. The guide opens with a preface, information on authors and reviewers, and biographical sketches of government officials, moderators, and guest experts. It is then divided into the following six lessons, each of which corresponds to a videotape segment: (1) "Russia and the Other Former Soviet Republics: An Overview"; (2) "Politics and Government"; (3) "Economics"; (4) "Society, Culture, and the Environment"; (5) "Foreign Policy Issues"; and (6) "U.S. Interests." Each lesson offers three varied and detailed activities for students to focus on and research. (BT)

ED 435 573 SO 030 648

Australian Council for Educational Research 67th Annual Report, 1996-97.
PUB DATE- 97
NOTE- 69p.; For the 62nd Annual Report, see ED 414 208.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Development; Educational Policy; Educational Practices; *Educational Research; Foreign Countries; National Organizations; Organizational Objectives
IDENTIFIERS- *Australia; *Australian Council for Educational Research

The Australian Council for Educational Research (ACER) is an independent, national, educational research and development agency that was established in 1930 with a grant from the Carnegie Corporation (United States). ACER's mission is to provide high quality educational research, services, and materials to improve educational policy and practice. This annual report for 1996-97 begins with ACER's Role and Structure, presenting ACER's guiding values, commitments, and goals, and discussing the origin and development of ACER, professional services, and organization and staffing. The report's other sections are: "Highlights of the Year for ACER" (Research and Development; Organizational Developments; Staff Activities); "Director's Comment: Politicizing the Standards Debate"; "Measurement Division"; "Policy Research Division"; "International Development Division"; "ACER Press" (Product Development; Publishing; Marketing and Customer Service); "Corporate Services Division" (The Cunningham Library; Computer Services; Personnel Services; Equal Opportunity Committee); "Staff Publications and Professional Activities" (Staff Publications; Staff Professional Activities outside ACER); "Financial Report" (Trends and Prospects; Directors' Report; Auditor's Report); "Members of ACER Council"; "Members of ACER Staff"; and "Report from the Institutes of Educational Research." (BT) treatment was an interactive web-based course designed to enhance the collaborative teaching and learning communities of participating educators as they acquired Internet skills. Participants had access to chats and were members of two course-related mailing lists. They completed a pretest that assessed their Internet skills in the areas of searching and using e-mail. Following the pretest, they completed tutorials specific to these skill areas; then they completed a posttest. The study used two instruments, the "Stages of Concern Instrument: Attitudes Toward the Internet" and a criterion-reference performance test. Researchers logged use of mailing lists and Internet chats to measure engagement in Internet-based communication as a collaborative tool. Data analysis indicated that attitudes toward collaboration did not affect test performance, though there was a relationship between attitudes toward collaboration and use of Internet-based communication. (Contains 17 references.) (SM)

ED 435 593 SP 038 841

Abdal-Haqq, Ismat
The Professional Development School Movement: Is There a Clear Destination? Purpose, Responsibility, and Accountability in PDS Work.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Professional Development School National Conference (4th, Kansas City, MO, February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College School Cooperation; Educational Objectives; Elementary Secondary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools

This paper addresses the question of whether there is a clear destination for the Professional Development School (PDS) movement, examining whether perceived destinations are appropriate. The paper begins by outlining the commonly accepted four-part mission and the characteristics of PDSs; then it summarizes some of what is known about PDS achievements and effectiveness. The paper also examines what is not known about PDSs, including whether PDS work benefits children, whether PDSs increase teacher retention and/or performance, what it costs to operate a PDS, whether PDSs promote and advance equity for all learners, and whether PDSs enable the participation of students, families, and communities in decision making. Finally, the paper uses the discussion of what is known and not known as a lens through which to examine the question of whether it is necessary to refocus, clarify, and possibly modify the destination of PDS work. In considering that question, the paper attempts to situate the question within the context of broad issues of purpose, responsibility, and accountability in PDS work. (Contains 37 references.) (SM)

ED 435 594 SP 038 844

University and Community College System of Nevada Report on Teacher Education in Nevada. Prepared for the 70th Nevada Legislature (in Accordance with SCR 46, 1997 Session).
PUB DATE- 99
NOTE- 61p.

the Concept of Liberal Democracy," outlines the fundamental components of a democratic philosophy of sexuality education. Chapter 6, "Sexuality Education: Towards Democracy," explores the nature of democratic sexuality education in the schools, discussing the need for sexuality education to foster in students the ability to deliberate critically between competing ideological perspectives toward sexuality. Chapter 7, "A Democratic Approach to Key Issues in Sexuality Education: Sexual Orientation, Gender Equality, and Unwanted Pregnancy/STD Prevention," discusses, from the viewpoint of a democratic philosophy of sexuality education, three controversial issues in the sexuality education debates. (Contains a biblioghraphy and an index.) (SM)

ED 435 615 TM 029 670

Gruber, Kerry J.; Rohr, Carol L.; Perona, Mia; Fondelier, Sharon E.
Schools and Staffing Survey, 1993-94: Data File User's Manual. Volume II: Restricted-Use Codebook.
PUB DATE- 97
NOTE- 1120p.; For Volumes III and IV, see TM 029 108-109.
LANGUAGE- English
EDRS Price- MF08/PC45 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coding; Elementary Secondary Education; *National Surveys; *Research Utilization; Sampling; *Schools; *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES); User Guides

This volume is the restricted-use codebook for the 1993-94 Schools and Staffing Survey (SASS). It contains the layout and descriptive information for all survey and sampling variables. The volume opens with a discussion of created variables and some user notes. Four appendixes contain the codebook sections for the restricted-use version. These are: (1) "Appendix H: Teacher Demand and Shortage (SASS-1A), Public and Private School (SASS-3A and a-B) Codebook"; (2) "Appendix I: Public and Private School Principal (SASS-2A and 2B) Codebook"; and (3) "Appendix J: Public and Private School Teacher (SASS-4A and 4B) Codebook." (SLD)

ED 435 616 TM 030 108

Gruber, Kerry; Rohr, Carol L.; Perona, Mia; Fondelier, Sharon E.
Schools and Staffing Survey, 1993-94: Data File User's Manual. Volume III: Public-Use Codebook. Working Paper Series.
PUB DATE- 99
NOTE- 1001p.; For Volume II, see TM 029 670, for Volume IV, see TM 030 109.
LANGUAGE- English
EDRS Price- MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coding; Elementary Secondary Education; *National Surveys; *Research Utilization; Sampling; *Schools; *Teachers
IDENTIFIERS- *Schools and Staffing Survey (NCES); User Guides

This codebook contains the layout and descriptive information for survey and sampling variables for the public-use version of the 1993-94 Schools and Staffing Survey (SASS). Information in this volume allows the user to access the data file. This volume

Public Agencies; *Research Reports; *State Programs; Test Results; Testing Programs
IDENTIFIERS- *Educational Indicators

This report presents, in chart form, information about the accountability reports and indicator reports from each state. State education staff were asked to identify and update descriptions of all current state reports that provide accountability or educational indicator information for K-12 education. As of August 1999, all state agencies except 1 have at least 1 annual accountability report, and 39 states produce 2 or more reports. Forty-seven states published at least 1 report providing statistics at the district level, 41 reported statistics at the school level, and 43 states produced an education report under a state law or mandate. The chart includes information on: (1) report title; (2) level of statistics reported; (3) release date; (4) year of data; (5) state contact; (6) office or division; (7) telephone or fax; and (8) Web address. (SLD)

ED 435 639 TM 030 239

Tool Kit: Evaluating the Development and Implementation of Standards.
PUB DATE- 97
NOTE- 306p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; Criteria; Elementary Secondary Education; *Evaluation Methods; Models; Program Development; Program Implementation

The contents of this "Tool Kit" have been developed as resources to support state efforts to develop and implement rigorous standards for student achievement. The components have been planned as tools for planning and evaluating the development and implementation of content and performance standards. The following components are included: (1) models for implementation of standards from content standards to classroom instruction and prototypes in science, mathematics, reading, and writing; (2) a set of analyses of the content and format of state standards in six subject areas; (3) a set of consensus criteria for evaluating standards and the sources from which they were drawn; (4) resources for policy makers on policy related to standards; and (5) resources for policy makers and the public on assessment for determining achievement. The last category includes discussions of evaluating expectations and assessments, the progress of Title I programs, comprehensive assessment systems, and large scale assessments. Contains references in each section and a 17-item bibliography. (SLD)

ED 435 640 TM 030 240

The Use of Praxis Pass Rates To Evaluate Teacher Education Programs. An ETS Background Report. Revised.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Eligibility; *Evaluation Methods; Federal Aid; Federal

intervention program that focused on an assessment approach combining traditional assessments and alternative assessments, including graphic organizers, rubrics, and checklists, to allow students to demonstrate their depth of understanding of the content. Post intervention data indicated an increase in opportunities to demonstrate knowledge and skills, higher order thinking skills, and a deeper understanding of content. Thirty appendixes contain sample assessments. (Contains 44 references.) (SLD)

ED 435 661 TM 030 288

Building Futures in a Global Community: Department of Defense Education Activity: School, District, Area, and System. Accountability Profiles, 1997-98. Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS).
PUB DATE- 99
NOTE- 212p.; For the profiles of the overseas schools, see TM 030 289. For the preceding year's profiles, see ED 434 956.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; #Armed Forces; Elementary Secondary Education; #Institutional Characteristics; Military Personnel; Profiles; #School Districts; Tables (Data); Test Results
IDENTIFIERS- #Dependents Schools

This document contains accountability profiles with detailed information for the Department of Defense Domestic Dependent Elementary and Secondary Schools. Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1997-98 priorities for academic achievement, teacher education and professional development, organizational development, and parent participation, as well as standardized test results. Schools in Puerto Rico and Guam are included. (SLD)

ED 435 662 TM 030 289

Building Futures in a Global Community. Department of Defense Education Activity: School, District, Area, and System. Accountability Profiles, 1997-98.
PUB DATE- 99
NOTE- 386p.; For profiles of the domestic schools, see TM 030 288. For the preceding year's profiles, see ED 434 955.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; #Armed Forces; Elementary Secondary Education; Foreign Countries; #Institutional Characteristics; Military Personnel; #School Districts; Tables (Data); Test Results
IDENTIFIERS- #Dependents Schools

This document contains accountability profiles with detailed information for the overseas schools of the Department of Defense Dependents' Schools (DoDDS). Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1997-98 school improvement priorities for student achievement and citizenship, mathematics and science achievement, organizational development, educational utilization. In addition, examples are taken from actual evaluations to discuss methods and provide recommendations for taking advantage of these parallels to improve the theory and practice of participatory evaluation in general. (Contains 1 table and 23 references.) (SLD)

ED 435 685   TM 030 316

Race, Kathryn E. H.
Evaluating the Utility of a Self-Assessment Profile for Use with Problem Driver Populations.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Construct Validity; Educational Attainment; Psychometrics; Reliability; *Self Evaluation (Individuals); *Traffic Safety
IDENTIFIERS- Driver Performance; *Drivers; Self Report Measures

The importance of reassessing the psychometric properties of an existing scale is highlighted. The construct validity of a driver attitude scale was not confirmed by factor analysis and the original scale scores were shown to have poor to moderate internal reliability. On the basis of a re-analysis of data from 1,059 repeat traffic offenders, 39 of the original 47 profile items were retained to form a total score. The computation of a total profile score for these items resulted in marked improvement of the profile's internal reliability (alpha=.89). Total scores were significantly different based on sex (p .01), age, and education level of these drivers (p .001). Total profile scores were significantly related to past accident and violation experience, with negative attitudes increasing as the number of self-reported incidents decreased (p .001). Instructional and evaluation implications are discussed. (Contains 1 table and 12 references.) (Author/SLD)

ED 435 686   TM 030 317

Fusco, Dana
Documenting Our Collective History: A Tool-and-Result Methodology for Evaluation.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Programs; Evaluation Methods; *Homeless People; Program Effectiveness; Program Evaluation; *Research Methodology; Urban Improvement; Youth Programs
IDENTIFIERS- Collective Interpretation

This paper describes a tool-and-result methodological approach to the practice and evaluation of an urban community development and gardening project with homeless youth. Over 9 months, at least 40 homeless children and teenagers were involved in the program, and approximately 15 were core participants. The paper critically examines the role of evaluation and assessment with a transient population and discusses how these methods helped to transform leaving into an opportunity to celebrate Public describes the ongoing development of PALS. SRI is currently looking for organizations to participate in implementation studies involving the use of PALS. The PALS assessment resource library is designed to help organizations meet the accountability requirements of state education agencies and specially funded programs and to help meet the professional development needs of classroom teachers. As an on-line library alone, PALS is a valuable resource, but there are many benefits to integrating more collaboration support into PALS. SRI plans to integrate an online meeting/discussion component to help the community leverage expertise, regardless of geographic location. (SLD)

ED 435 709 TM 030 340

Rudner, Lawrence M.
The Scholastic Achievement of Home School Students. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; Based on an article originally appearing in the electronic journal "Education Policy Analysis Archives."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Family Characteristics; *Home Schooling; Nontraditional Education; Parents as Teachers; Private Education; *Student Characteristics
IDENTIFIERS- ERIC Digests

This digest highlights some of the findings of the largest study of home schooling conducted to date (L. Rudner, 1999). For this study, 20,760 students in 11,930 families provided useable questionnaires and corresponding achievement test data. Home schooling parents had more formal education than parents in the general population, and many had been formally trained as teachers. The median income for home school families was significantly higher than that of all families with children in the United States. Almost 25% of home school students were enrolled one or more grades above their age-level peers in public and private schools. The achievement test scores of home school students were exceptionally high, with the median scores for every subtest at every grade well above those of public and Catholic/private school students. Some limitations of the study are noted. Home school students and their families are not a cross-section of the U.S. population. The act of home schooling distinguishes this group in terms of exceptionally strong commitment to education and children. In addition, reported differences between groups do not control for background differences and cannot be attributed to the type of school a child attends. The study does not demonstrate that home schooling is superior to public or private schools, but it does show that a large group of parents choosing to make the commitment to home schooling have been able to provide a very successful academic environment. (SLD)

ED 435 710 TM 030 341

Scriven, Michael
The Nature of Evaluation. Part I: Relation to Psychology. ERIC/AE Digest.

*Internet; *Research Methodology; *Resumes (Personal);
*Scientists

The usefulness of the curriculum vita (CV) as a data source for examining the career paths of scientists and engineers was studied. CVs were obtained in response to an e-mail message sent to researchers working in the area of biotechnology who were funded by the National Science Foundation (55 responses) or listed as authors (industry only) in the "Science Citation Index" (19 responses). In addition, CVs were obtained passively from a search of the Internet (30 CVs). Methodological issues and problems of this data collection strategy are discussed, along with the results of an exploratory analysis. In sum, despite difficulties with coding and variation in CV formats, this collection strategy seems to hold much promise for examining career paths. An appendix describes a coding experiment performed to investigate ways to code CVs for data collection. A second appendix lists coding items that were not found to be reliable. (Author/SLD)

ED 435 732 TM 030 364

Martin, Andrea K.; Hutchinson, Nancy L.
Two Communities of Practice: Learning the Limits to Collaboration.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Experiential Learning; Focus Groups; Foreign Countries; Higher Education; Practicums; *Preservice Teachers; Program Development; Program Effectiveness; Program Evaluation; Teacher Attitudes; *Teacher Education; Teacher Responsibility
IDENTIFIERS- Canada

A Faculty of Education dramatically restructured its preservice teacher education program by putting experience first through introducing an extended fall-term practicum of 14 weeks. Focus group interviews were conducted with elementary and secondary teachers and administrators over a 3-year period, prior to and twice during the controversial restructuring. There were 3 sets of focus groups and interviews with 31 teachers. As an evaluation study, the focus groups presented mixed data: praising the thrust of the program and protesting the demands placed on field personnel. As a qualitative research study, predictive validity for focus groups in educational contexts is introduced and substantiated. As a study of collaboration between field practitioners and teacher educators, it suggests a need for thinking about the limits to collaboration that may arise from differing interpretations of professional responsibility. (Contains 44 references.) (SLD)

ED 435 733 TM 030 366

Gruber, Kerry J.; Rohr, Carol L.; Fondelier, Sharon E.
Schools and Staffing Survey, 1990-91: Data File User's Manual. Volume II: Restricted-Use Codebook.
PUB DATE- 94
NOTE- 1022p.; For related documents, see TM 030 365 and TM 030 367368.
LANGUAGE- English
EDRS Price- MF07/PC41 Plus Postage.

experience of developing an appropriate assessment tool that could be used to determine the quality of information provided by students in their preservice teaching portfolios. This is not meant to be an all-inclusive program overview of the Individualized Instruction Teacher Education Program at the University of Tennessee, Knoxville, but is a documentation of a process with which the program's portfolio assessment can be assessed. (Contains 3 tables and 13 references.) (Author/SLD)

ED 435 755   TM 030 407

Mason-Mason, Susan Dale
Expert Systems as a Mindtool To Facilitate Mental Model Learning.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Computer Software; *Expert Systems; Foreign Countries; *Learning; *Scores
IDENTIFIERS- Canada; Experts; *Mental Models; United Kingdom; United States

Expert systems are computer programs that are designed to advise or assist users by storing the knowledge of human experts and applying the computer's mathematical ability to search and sort this information. This study investigated the use of an expert system as a mindtool and whether or not creating a simple expert system would facilitate the formation of an accurate mental model of a system. The domain selected for the study was that of hydraulic brake drums. Participants were 33 adult males and females from a variety of professions located in the United States, Canada, and the United Kingdom. Results indicate that creating the expert system substantially increased participants' scores on all three measures of mental models. In addition, participants indicated that using the expert system focused their attention on the topic and that it was fun to use. Network similarity scores increased significantly, with a large effect size, during the midtest to posttest period during which participants created the expert system. Scores on a test of troubleshooting increased significantly, but with only a medium effect size. Results of a prediction test also indicated that the use of an expert system facilitated the development of more expert-like knowledge structures. Expert systems appear to be versatile and powerful mindtools. (Contains 8 tables, 6 figures, and 59 references.) (SLD)

ED 435 756   TM 030 408

Fasko, Daniel, Jr.; Skidmore, Ronald
The Effects of Questions and Anxiety on Attention, Question Confidence, and Metacognition.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999). Portions of this paper presented at the Annual Meeting of the Psychonomic Society (Dallas, TX, November 1988).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Departments of Education; *Student Attrition
IDENTIFIERS- Texas

The percentage of students of all races and ethnicities lost from public school enrollment has worsened in Texas in recent years. This paper presents major findings from a recent attrition study by the Intercultural Development Research Association (IDRA). It also restates recommendations from the IDRA policy brief, "Missing Texas Youth --Dropout and Attrition Rates in Texas Public High Schools," and looks at dropout information from the Texas Education Agency (TEA), including the new 'leaver' record system. The attrition rate is 27 percent higher than it was in 1985-86, when it was 33 percent. Since 1985, more than 1.3 million students have been lost from Texas public schools due to attrition. Black, Hispanic, and male students were the most likely to be lost from public high school enrollment. After discussing what the TEA report does and does not say about student attrition, the paper presents recommendations for improving state dropout accounting. Some of the recommendations include: revising the goal of the state dropout program; modifying state policy requirements; modifying the state education agency procedure for computing the actual state longitudinal dropout rate; requiring that a school district's longitudinal dropout rate be tied to the state's accountability system; and requiring that the state education agency collect and disseminate information on local districts' dropout prevention and recovery efforts. (SM)

ED 435 777 UD 033 181

Hopkins, Mona S.
Effective School Practices: What Works.
PUB DATE- 99
NOTE- 40p.; Paper presented at the International Conference on Effective Schools (Houston, TX, October 29, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Communication Skills; Educational Environment; *Educational Quality; Effective Schools Research; Elementary Education; *Excellence in Education; Institutional Characteristics; School Administration; *School Effectiveness; Teacher Effectiveness; Teacher Expectations of Students; Teaching Methods

This paper describes the Survey of Effective School Practices, which began in 1995-96 to examine key characteristics, common elements, and unique qualities that contributed to having several elementary schools and one middle school in a large Texas school district become state recognized or exemplary. The study involved a survey instrument that measured effective school practices of recognized schools. The survey focused on instructional environment, instructional processes, administration processes, and communication processes. Results indicate seven themes that capture the dynamics of the schools' excellence: high quality teaching, setting high expectations, monitoring standards, rewarding results, using resources that facilitate the teaching process, creating a cooperative work environment, and having effective, frequent communication. What appears to set these schools apart are the commitment, creativity, persistence, and professionalism with which they have gone about the task of instructional implementation. One of the fundamental elements of this success is the collaborative culture that is dedicated to continuous

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Collegiality; *Educational Practices; *English Teachers; Higher Education; Inservice Teacher Education; *Instructional Innovation; Networks; Reflective Teaching; *Rural Education; Secondary Education; *Teaching Experience; *Writing Instruction
IDENTIFIERS- BreadNet; Place Based Education; *Teacher Networks

This serial issue contains nine articles all on the subject of "changing practice," i.e., innovative practices of rural English teachers in the Bread Loaf Rural Teacher Network. "Byte-ing into Medieval Literature" (John Fyler) describes an online conference on medieval literature for rural high school students. "Literacy in Cattle Country" (Dan Furlow) tells how a New Mexico high school teacher based English instruction on community needs and idiosyncrasies and implemented interactive journal writing to engage students. In "Crossing Cultures, Changing Practices" (Kate Flint), an Oxford (England) University professor describes how implementing techniques she learned through Bread Loaf has increased her students' confidence and expanded her cultural horizons professionally and personally. "Fieldwork: A Research Approach to Creating Classroom and School Change" (Allison Holsten) recounts how student research on school culture engaged students and gave them a new perspective on their own behavior. "Learning To Be at Home: A Course in Cultures of the American Southwest" (John Warnock) describes how a writing teacher has students locate themselves, through writing, in their home culture, then strive to be "at home" with cultures of the American Southwest. "The Romance of Teaching: An Interview with Vito Perrone" (Chris Benson) explores the idea that good teaching is based on personal experience, inquiry, and a locally relevant curriculum. "Practice and Change in the Teaching Life" (Stephan Schadler) discusses various teaching practices learned through participation in Bread Loaf, which ranks inquiry as paramount. "Staying Afloat: How Teaching Revises My Life" (Tilly Warnock) explains that we revise our worlds and ourselves through language, and that understanding writing as rewriting yields wonderful results. "Teaching outside the Comfort Zone" (Susan McCauley) describes the challenge of teaching in rural Alaska, where conventional educational practices are not relevant to the subsistence lifestyle of indigenous people. (TD)

ED 435 508 RC 022 009

Public School Standards: Discussing the Case for Community Control. A Report on the Electronic Symposium, "Public School Standards: Discussing the Case for Community Control," Hosted by the Rural Challenge (Burlington, VT, November 1998-February 1999).
PUB DATE- 99
NOTE- 35p.; This document's appendices are also available separately; see ED 420 454 and RC 021 854.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Community Control; Community Schools; Democracy; *Educational Policy; Elementary Secondary Education; Parent Participation; *Public Schools; *Rural Schools; School Community Relationship; *School District Autonomy; State School District Relationship

Hocking High. It focuses on the real issue confronting the American high school: how to change the day-to-day experience of students to connect them to the academic and social agenda of the school. To do this requires rethinking the entire traditional culture of high schools--changing them from institutions to communities where young people can develop habits of heart and mind suitable to citizens in a democracy. Chapters discuss: (1) changing school schedules to some sort of block scheduling that allows time for in-depth learning and the development of teacher-student relationships; (2) organizing high schools into learning communities; (3) reaping the benefits of smaller schools; (4) using educational practices that help students think; (5) developing responsible citizens; (6) creating a vision of what school can be, and making that vision a reality; and (7) listening to student success stories. An afterword presents views on the importance of money, school choice and charter schools, site-based management, and student achievement. An appendix describes organizational resources for high school restructuring, and recommended readings. (Contains an index.) (SV)

ED 435 526   RC 022 152

Keane, William G., Ed.
Perspectives: A Journal of Research and Opinion about Educational Service Agencies, 1995-1998.
PUB DATE- 98
NOTE- 226p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Agency Role; Cost Effectiveness; *Educational Cooperation; Educational Research; Elementary Secondary Education; *Intermediate Administrative Units; *Regional Cooperation; School Administration; School Districts; *Shared Resources and Services; Statewide Planning; Technical Assistance

This document consists of the first four volumes of the annual serial publication "Perspectives: A Journal of Research and Opinion about Educational Service Agencies." Educational service agencies (ESAs) have various names and characteristics across states, but all provide services to local education agencies in a specific geographic region. ESAs offer smaller and poorer districts the economic benefits of shared services and collaboration. This journal includes descriptions, research, and opinion pieces related to the design and operation of ESAs throughout the United States. Volume 1 contains the following articles: "Filling the Vacuum: The Beginnings of a National Database on Educational Service Agencies" (E. Robert Stephens, Lee Christiansen); "ESA Cost-Effectiveness Documented in Washington State Study" (Brian L. Talbott); "Michigan Educational Service Agencies Document Collaboration" (Larry Engel, Teresa Pruden); "Proving ESAs Save Dollars: A Research Design That Works" (M. Craig Stanley); "Inland Empire Beginning Teacher Support and Assessment Program: A Journey toward Teacher Expertise" (Linda D. Scott, Linda Childress); "Statewide Strategic Planning: Iowa's Area Education Agencies Are on the Journey" (J. Gary Hayden); and "Perspectives on the Role of Educational Service Agencies" (Walt Mickler). Volume 2 contains the following articles: "The Politics of Educational Service Agencies: 1996-2000" (Bruce Hunter); "Cost-Analysis Studies of Programs and Services of State Networks of ESAs" (E. Robert Stephens, Hobart L. Harmon); "Positioning ESAs for Future Success" (Ronald S. Fielder); "ESAs and Charter Schools: Defining the Role" (Nicholas C.

traditional navigational tools. Each of the devices discussed has at one time or another been used for the practical business of navigation. Devices featured in this book include the Latitude Hook, Kamal, Astrolabe, Quadrant, Astronomical Ring, Sundial, Nocturnal, Cross Staff, Backstaff, Dry-Card Compass, Traverse Board, Hand Lead, Heaving Line, Chip Log, Weatherglass Pelorus, Sun Compass, and Octant. A brief description and the history of each device is presented, and simple, proven building instructions are accompanied by clear illustrations. (WRM)

ED 435 552 SE 062 976

Kennedy, Mary M.
Form and Substance in Mathematics and Science Professional Development.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Knowledge Base for Teaching; *Mathematics Education; *Science Education

This document reviews studies of professional development for teachers to examine benefits to students in science and mathematics education. A major finding from this review was that programs that focused on teaching classroom management strategies or attaining knowledge of how students learn specific school subject matter provided later benefits to students. The more successful professional development programs were not simply courses in mathematics or science, but instead were about what to teach and how students learn that subject matter. (Contains 17 references.) (ASK)

ED 435 553 SE 062 982

Pollard, Diane S.
Single Sex Education. WEEA Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Equal Education; Females; *Single Sex Schools; *Womens Education
IDENTIFIERS- *Single Sex Classes

Title IX of the Educational Amendments of 1972 prohibits discrimination on the basis of sex in educational institutions that receive federal financial assistance. This digest focuses on the theme of single-sex education. Articles featured in this issue include: (1) "Single-Sex Education" (Diane S. Pollard); (2) "A Legal Framework for Single-Sex Education" (Deborah L. Brake); (3) "Acting on What We Know" (Ellen Wahl); and (4) "Single-Sex Education: FAQs of the OCR" Office for Civil Rights (Jan D. Gray). (ASK)

ED 435 554 SO 027 690

Maryland's Best Practices: An Improvement Guide for School-Based

ED 435 574 SO 030 722

Ghere, David L.; Spreeman, Jan F.
Causes of the American Revolution: Focus on Boston. A Unit of Study for Grades 7-12.
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Colonial History (United States); Cultural Context; *History Instruction; Primary Sources; *Revolutionary War (United States); Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Massachusetts (Boston); National History Standards

This teaching unit is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study, which, in this case, is the beginning of the Revolutionary period in the American colonies. The unit addresses the intellectual foundations, the emotional attitudes, and the specific political events that combined to create an imperial crisis between Great Britain and her colonies in the early 1760s and 1770s. It also provides material that can be used to promote a better understanding of economic and social relations during the same period. The primary goal for the unit is to present teaching materials for easy use in the secondary classroom while retaining the logical argumentation, the "rich flowery language," and the "burning emotion" that is contained in the original documents. By studying a crucial turning point in history, the student becomes aware of decisions that were made by real human beings, and that the decisions set in motion a series of historical consequences. Within the unit, which should be used as a supplement to the customary course materials, are the following: (1) unit objectives; (2) correlation to the National History Standards; (3) teacher background materials; (4) lesson plans; and (5) student resources. The unit's lesson plans include a variety of ideas and approaches for the teacher which can be elaborated upon or shortened. The lesson plans contain student resources. (BT)

ED 435 575 SO 030 723

Gabrick, Robert; Markham, Barbara; Curtis, James
The Great Depression and the Arts. A Unit of Study for Grades 8-12.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Art Expression; *Cultural Context; *History Instruction; Primary Sources; Secondary Education; *Social History; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Depression (Economic 1929); National History Standards; *New Deal; Roosevelt (Franklin D); Twentieth Century History

This teaching unit is based on primary sources, taken from government documents, artifacts, magazines, newspapers, films, and literature from the U.S. historical period under study,

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Higher Education; Labor Turnover; *Partnerships in Education; Preservice Teacher Education; Teacher Recruitment; *Teacher Supply and Demand; Teachers
IDENTIFIERS- *University and Community College System of Nevada

This report examines population trends in Nevada and the current and projected capacity of University and Community College System of Nevada (UCCSN) institutions to graduate teachers. After an executive summary and introduction, the first section discusses "Supply and Demand for Teachers in Nevada: The Future," which includes "Current Workforce Information," "Projected Rate of Growth in Teaching Positions," and "Projected Rates of Completion of UCCSN Teacher Education Programs." The second section focuses on "Strategies for Meeting Nevada's Needs," discussing "Teacher Education Curriculum." The third section, "Professional Development for Teachers," examines "Future Directions." After the conclusion and summary, the report presents five appendixes: "Nevada Collaborative for Academic Success," "Regents Initiative on Teachers for Clark County," "Teacher Recruitment and Retention Strategies," "Participants in the K-16 Collaborative and Teacher Education Study," and "Comments from University Faculty and National Leaders on the UCCSN Workshop Aligning K-12 Academic Standards and Preservice Teacher Education." (Contains 16 tables and 9 figures.) (SM)

ED 435 595 SP 038 845

Griffin, David; LeBlanc, Patrice; McConnell, Twyla
Initial Findings on the Benchmarks Pilot Project for the Nova Southeastern University Undergraduate Education Program.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Association of Teacher Educators Summer Conference (San Antonio, TX, August 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Benchmarking; *Educational Quality; Elementary Education; Higher Education; Mentors; Preservice Teacher Education; Program Evaluation; *Quality Control; Standards; Student Teachers; Undergraduate Study
IDENTIFIERS- Nova Southeastern University FL

This paper summarizes the initial evaluation results of a pilot project conducted to implement program benchmarks for Nova Southeastern University's Undergraduate Teacher Education Program in Elementary Education. The program benchmarks are a response to the national movement toward standards to ensure teacher effectiveness. They serve as checkpoints to assess students' progress toward developing teaching effectiveness. The paper briefly describes the Elementary Education Program, its benchmarks, and the mentoring process used in the pilot project. A formal evaluation design of the pilot project used a pretest-posttest nonequivalent control group design, which was supplemented by an informal evaluation process. Pre-program questionnaires were given to elementary education majors who participated in the benchmarks and mentoring process and to control group students. The pre-program questionnaires showed no significant differences between the two groups. A summary of opens with a discussion of created variables and some user notes. Four appendixes contain the codebook sections for the public use version. These are: (1) "Appendix K: Teacher Demand and Shortage (SASS-1A) Codebook"; (2) "Appendix L: Public and Private School with District/Private School Policy Items Included (SASS-3A and 3B) Codebook"; (3) "Appendix M: Public and Private School Principal (SASS-2A and 2B) Codebook"; and (4) "Appendix N: Public and Private School Teacher (SASS-4A and 4B) Codebook." (SLD)

ED 435 617 TM 030 109

Whitener, Summer D.; Rohr, Carol L.; Perona, Mia; Fondelier, Sharon E.
Schools and Staffing Survey, 1993-94: Data File User's Manual. Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook. Working Paper Series.
PUB DATE- 99
NOTE- 887p.; For volume II, see TM 029 670; for volume III, see TM 030 108.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; *American Indians; *Coding; Elementary Secondary Education; *National Surveys; *Research Utilization; Sampling; Schools; Teachers
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Schools and Staffing Survey (NCES); User Guides

This volume is the restricted-use codebook for the 1993-94 Schools and Staffing Survey (SASS) Bureau of Indian Affairs (BIA) schools, teachers and principals. The sample contains 152 schools with samples of teachers and principals for these schools. The first section contains a discussion of the SASS created variables, and the second section contains user notes. Three appendixes contain the codebooks: (1) "Appendix O: BIA School Principal (SASS 2C) Codebook"; (2) "Appendix P: BIA School (SASS 3C) Codebook"; and (3) "Appendix Q; BIA School Teacher (SASS 4C) Codebook." (SLD)

ED 435 618 TM 030 215

Samejima, Fumiko
Usefulness of the Logistic Positive Exponent Family of Models in Educational Measurement.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Educational Testing; Equations (Mathematics); *Measurement Techniques; Models; Personality Assessment; *Test Construction; Test Items
IDENTIFIERS- *Dichotomous Responses; Item Characteristic Function

The logistic positive exponent family (LPEF) of models has been proposed by F. Samejima (1998) for dichotomous responses. This family of models is characterized by point-asymmetric item characteristic curves (ICCs). This paper introduces the LPEF family, and discusses its usefulness in educational measurement

Legislation; Financial Support; Higher Education; Licensing Examinations (Professions); Policy Formation; *Program Evaluation; *Teacher Education; Teacher Evaluation; *Test Use
IDENTIFIERS- *Praxis Series

Several federal legislative proposals have called for specified minimum pass rates on state teacher licensing examinations to establish institutional eligibility for certain federal funding. Thirty-one states and the District of Columbia will use The Praxis Series: Professional Assessments for Beginning Teachers developed by the Educational Testing Services for teacher licensure as of fall 1998. To help inform policy decisions about using Praxis results to evaluate teacher education programs, analyses of Praxis score data from the 1996-97 testing year were conducted. The report examines the possible effects of proposals to eliminate the eligibility for certain federal funding of institutions of teacher education that fail to meet a specified pass rate on state teacher licensing examinations for their graduates. The report describes the Praxis I assessments of basic skills in reading, writing, and mathematics, and the nearly 140 Praxis II subject assessments offered in more than 50 content areas. It discusses issues related to state qualifying scores and variations among them and describes state and institutional pass rates, with particular attention to institutions with fewer than 10 students taking a test. Data are provided to illustrate the effects of the proposed pass rate requirements and the first attempted provision. The report concludes with some guidelines, concerns, and cautions that should be considered in the policy debates. It is recommended that policymakers exercise caution in requiring minimum pass rates for institutions. The guidelines for the Praxis assessments point out that institutional efficacy is indicated by many factors, only one of which is the performance of graduates on licensing examinations. (SLD)

ED 435 641   TM 030 241

Zyskowski, Gloria; Curry, Janice
Summer Opportunity To Accelerate Reading (S.O.A.R.) Evaluation, 1999. Publication Number 98.10.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Elementary School Students; Primary Education; Program Effectiveness; Program Evaluation; Reading Achievement; *Reading Improvement; *Summer Programs
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I

The Summer Opportunity To Accelerate Reading (S.O.A.R.) program is the Title I elementary summer school of the Austin Independent School District (AISD), Texas. The S.O.A.R. program provides early intervention to accelerate literacy learning for students entering grades 1-3 who are at risk of retention or are below grade level. In its second year of operation, 1999, the program was offered at six sites. Quantitative and qualitative data were collected at each of the sites, including the results of a developmental reading assessment. The S.O.A.R. program served 1,249 students, representing 52 AISD schools (31 Title I and 21 non-Title I) and 2 private schools. The students were of diverse ethnicity. During the program, 89% of students technology use, and parent participation. Section A contains a profile of the overseas DoDDS overall. Other sections contain profiles for the Europe, Pacific, and Panama areas and the schools and districts in each area. (SLD)

ED 435 663 TM 030 290

Virginia Standards of Learning Assessments. Grade 3 Released Test Items, 1998.
PUB DATE- 99
NOTE- 21p.; For other released test items, see TM 030 291-293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- 455 references.) (SLD)
is indicated by many factors, only one of whi,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Achievement Tests; *Grade 3; History; Mathematics Tests; Primary Education; Reading Tests; Sciences; Social Studies; State Programs; *State Standards; *Test Items; *Testing Programs; Writing Tests
IDENTIFIERS- *Virginia Standards of Learning Program

Beginning in Spring 1998, Virginia students participated in the Standards of Learning (SOL) Assessments designed to test student knowledge of the content and skills specified in the state's standards. This document contains questions that approximately 83,000 students in grade 3 were required to answer as part of the SOL assessments. These questions are representative of the SOL tests and are provided to demonstrate the format of the test questions. Sample items are presented from the English tests for reading and writing, the mathematics test, the history and social science test, and the science test. A page with correct test answers is included. (SLD)

ED 435 664 TM 030 291

Virginia Standards of Learning Assessments. Grade 5 Released Test Items, 1998.
PUB DATE- 99
NOTE- 21p.; For other released items, see TM 030 290 and TM 030 292-293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- 455 references.) (SLD)
is indicated by many factors, only one of whi,Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Achievement Tests; Computer Science; *Grade 5; History; Intermediate Grades; Mathematics Tests; Reading Tests; Sciences; Social Studies; State Programs; *State Standards; *Test Items; *Testing Programs; Writing Tests
IDENTIFIERS- *Virginia Standards of Learning Program

Beginning in Spring 1998, Virginia students participated in the Standards of Learning (SOL) assessments designed to test student knowledge of the content and skills specified in the state's standards. This document contains questions that approximately 80,000 students in grade 5 were required to answer as part of the SOL assessments. These questions are representative of the SOL tests and are provided to demonstrate the format of the test questions. Sample items are presented from the English tests for reading and writing, the mathematics test, the history and social science test, the science test, and the computer/technology test. A page with correct test answers is included. (SLD)

ED 435 665 TM 030 292

history. As young people engaged in community development and gardening, the collective history was documented through photographs, video, writings, drawings, and interviews. In this context, the documentation of the collective history served both as an artifact to leave behind and memorabilia to take forward. As youth and adults created the tools of the evaluation simultaneously with the project, the evaluation tools became part of the result. The paper addresses the conceptual and theoretical framework of tool-and-result methodology, its challenge to Western scientific frameworks, and its effectiveness for transforming environments of learning and development and empowering those who transform them. (Author/SLD)

ED 435 687 TM 030 318

Plog, Michael; Sweeney, Jim; Weiss, Barry
Issue Scanning: Finding the Future...Maybe.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Data Collection; *Decision Making; *Environmental Scanning; *Futures (Of Society); *Needs Assessment; *Planning; *Trend Analysis
IDENTIFIERS- Monitoring

Issue Scanning, sometimes called Environmental Scanning, is used in many business, government, educational, and nonprofit organizations. The technique is supposed to monitor the "pulse" of the external environment. The scanning process should lessen the randomness of the information used in decision making, and it should alert managers to trends and issues that may affect the organization. Each scanning process is tailored to the needs of the organization and expectations of management. This paper describes Issue Scanning as it is practiced at the Illinois State Board of Education. Staff members prepare a scanning report every 3 or 4 weeks for use by agency management and State Board members. Three professionals conduct Issue Scanning at the Illinois State Board of Education. A sample Issue Scan is presented. (Contains a list of 66 mailing list services, newsgroups, Web sites, and print media sources.) (SLD)

ED 435 688 TM 030 319

Integrated Postsecondary Education Data System, 1996. CD-ROM .
PUB DATE- 99
NOTE- 0p.; For Data System, 1995, see ED 420 666.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- 3 figures, and 17 references.) (Author/SLD)
DESCRIPTORS- *Colleges; Data Analysis; *Data Collection; Enrollment; *Higher Education; Institutional Characteristics; National Surveys; Optical Data Disks
IDENTIFIERS- *Integrated Postsecondary Education Data System

The Integrated Postsecondary Education Data System (IPEDS) is a system of surveys designed to collect data from primary providers (institutions) of postsecondary education. It collects data in such areas as enrollment, program completions, faculty and staff, and financing. This compact disc (CD) contains data from the 1995-96 and 1996-97 Integrated

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For Part II, see TM 030 342.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Interdisciplinary Approach; *Meta Analysis; Performance Based Assessment; *Personnel Evaluation; Program Evaluation; *Psychology; *Synthesis
IDENTIFIERS- ERIC Digests

This digest addresses the role of evaluation and its basic logic, and provides a description of how the field is structured. In order to reach evaluative conclusions it is usually necessary to establish or identify factual promises and value premises. To obtain the required kind of overall evaluative conclusion, it is typically necessary to combine all the premises, of which there may be several hundred, through what is called the "internal synthesis process." From psychology, evaluators frequently encounter premises about maturational rates, cognitive processes, or leadership research. Eight applied fields of evaluation are of particular importance. The "Big Six" are the fields of program, personnel, performance, policy, proposal, and product evaluation. The "Super Two" are interdisciplinary evaluation, the evaluation of entities that are the currency of a discipline's economy, and meta-evaluation, the evaluation of evaluations themselves. (SLD)

ED 435 711 TM 030 342

Scriven, Michael
The Nature of Evaluation. Part II: Training. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For Part I, see TM 030 341.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Evaluation Methods; Evaluation Problems; Evaluation Utilization; *Evaluators; Program Evaluation; Research Methodology; Theories; *Training
IDENTIFIERS- ERIC Digests

This digest describes some of the basic logic-of-evaluation skills and some of the basic methodological skills that need to be mastered in order to practice the art and science of evaluation. Some topics from the logic of evaluation that must be dealt with include understanding : (1) the differences and connections between evaluation and other kinds of research; (2) the differences among the basic evaluative procedures and differences between basic evaluation predicates; (3) the arguments that purported to establish the impossibility of scientific demonstrations of evaluations and why these arguments failed; (4) the difference between holistic evaluation and three types of analytic evaluation; (5) the distinction between formative and summative evaluation; (6) the nature of needs assessment; (7) the logic of checklists; (8) the differences and connections between objectivity and bias, preference, commitment, and expertise; (9) the range of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coding; Data Analysis; Education; *Elementary Secondary Education; National Surveys; School Personnel; *Teachers; *User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This volume is part of a set that documents the data collection of the 1990-91 Schools and Staffing Survey (SASS). Volume I provides the essential background information for the survey. This volume is the restricted-use codebook, which contains the variable names and position numbers for all survey and sampling variables. All data variables have been imputed to compensate for item nonresponse, and the imputed values may be identified by checking the status of any record of the variable's imputation flag. This volume contains a discussion of the created variables and user notes. Three appendixes contain the Teacher Demand and Shortage Public and Private School Codebook. the Public and Private School Administrator Codebook, and the Public and Private School Teacher Codebook. (SLD)

ED 435 734 TM 030 367

Gruber, Kerry J.; Rohr, Carol L.; Fondelier, Sharon E.
Schools and Staffing Survey, 1990-91: Data File User's Manual. Volume III: Public Use Codebook.
PUB DATE- 94
NOTE- 929p.; For related documents, see TM 030 365-366 and TM 030368.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Coding; Data Analysis; *Data Collection; *Elementary Secondary Education; National Surveys; School Personnel; *Teachers; *User Needs (Information)
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This volume is part of a set intended to document the data collection of the 1990-91 Schools and Staffing Survey (SASS). Volume 1 provides the essential background information for the survey, and Volume 4 is the restricted use codebook for the SASS Bureau of Indian Affairs data. Volume 2 is the restricted-use codebook for the survey, and this volume contains the public-use codebook. It contains the variable names and position numbers for all survey and sampling variables. All data variables have been imputed to compensate for item nonresponse. Imputation flags are given at the end of each SASS component's codebook. In the public-use codebook, individually identifying data have been recorded or altered to prevent identification. The volume discusses created variables and contains user notes for the files. Three appendixes contain the Teacher Demand and Shortage Public and Private School Codebook. the Public and Private School Administrator Codebook, and the Public and Private School Teacher Codebook. (SLD)

ED 435 735 TM 030 369

Patrick, Ertha S.
Title UI 1998-99. Feedback. Publication Number 98.10.
PUB DATE- 99
NOTE- 6p.

DESCRIPTORS- *Anxiety; *Attention; Higher Education; Metacognition; *Questioning Techniques; Responses; *Undergraduate Students
IDENTIFIERS- *Question Types

The effects of questions of different cognitive levels were investigated in four undergraduate classes involving a total of 80 students. Previous research suggested that questions may distract students from a lecture, and that students felt more confident about responding accurately to low-order questions. These results do not support previous findings that students are more confident in responding to questions when lower-order questions are presented. Nor were students more attentive in the no-question situation. It was speculated that perhaps anxiety interfered with students' confidence to respond to higher-order questions and students' metacognitive and attending behaviors. (Contains 1 table and 44 references.) (Author/SLD)

ED 435 757 TM 030 409

Conners, Nicola A.; Franklin, Kathy K.
Fostering Research by Female Graduate Students through Mentoring.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *Graduate Students; Higher Education; *Mentors; Participation; *Research; Sex Differences; *Student Attitudes

During the summer semester of 1997, six female graduate students participated in a qualitative research methods course specifically designed to facilitate peer and instructor research mentoring. This study explored the experiences of the six students as related to the qualitative research course and the attitudes of these women about graduate scholarship and constructed a theoretical framework on female research mentoring. Data collection involved telephone interviews the semester following the course, e-mail interviews a year later, and a follow-up focus group session with 5 of the 6 graduate students 18 months after the class. The theoretical framework developed from the findings identified four constructs related to research by female graduate students. These included: (1) overarching research barriers; (2) time management concerns; (3) perceived gender differences that influence research production; and (4) obstacles to research because of family commitments. The framework also identified the mentoring solutions for each of the constructs and the benefits of the qualitative research class as related to those solutions. (Contains 1 figure and 10 references.) (Author/SLD)

ED 435 758 TM 030 410

Edirisooriya, Gunapala
Tricks and Treats of Electronic Exchange of Data.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999). "With the assistance of Douglas E. Masini."

improvement. The survey is appended. (SM)

ED 435 778   UD 033 182

Naik, Manish
Reducing Class Size in America's Urban Schools.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Beginning Teachers; *Class Size; Educational Legislation; Elementary Secondary Education; Faculty Development; *Federal Aid; Federal Government; Federal Legislation; Public Schools; Teacher Improvement; *Urban Schools

This report provides information on how federal funding is being used to reduce class size and to spur academic achievement in U.S. urban schools, focusing on the federal Class Size Reduction Program signed into law in 1998. Data from surveys of 40 members of the Council of the Great City Schools, a coalition of the U.S.'s largest urban public school systems, indicated the following: approximately 3,558 new teachers have been hired in these large school districts with new federal class size funding; about 7,762 new teachers have received professional development with new federal class size funding; all 40 districts hired new teachers with the federal class size funding; new urban teachers were hired for grades 1-3 in the critical shortage areas of literacy, mathematics, bilingual education, and special education; and the class size programs in responding urban districts have also leveraged state and local resources to reduce class size and improve teaching skills. This report includes descriptions of ways that some urban school districts are using the federal class size reduction funds to improve student achievement. Three appendixes offer Class Size Reduction survey results, Class Size Reduction Program PL 105-277, and the Class Size Reduction Program survey. (SM)

ED 435 779   UD 033 184

Park, Clara C., Ed.; Chi, Marilyn Mei-Ying, Ed.
Asian-American Education: Prospects and Challenges.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Adjustment (to Environment); *Asian Americans; Cultural Awareness; *Cultural Differences; *Cultural Influences; Diversity (Student); Elementary Secondary Education; English (Second Language); Ethnic Groups; *Language Minorities; Minority Group Children; Sociocultural Patterns; Student Characteristics; Students

This book provides teachers with information about the educational needs of Cambodian, Chinese, Filipino, Hmong, Japanese, Korean, and Vietnamese-American children in U.S. public schools. For each group, there are two chapters: one sociocultural and one linguistic. Each documents the unique characteristics of each ethnic group and provides strategies for working with students and parents. The 14 chapters are: (1)

IDENTIFIERS- Place Based Education
An on-line symposium on January 13, 1999, brought together policymakers, educators, parents, students, and local community reformers to discuss rural perspectives on academic standards. As part of an on-line dialogue extending from November 1998 to March 1999, the symposium linked on-line participants to panelists and participants in Burlington, Vermont, and six interactive cable television sites. The keynote speech, "Our Challenge: To Set the Highest Possible National Standard for Human Relationships" (Deborah W. Meier), discussed the web of relationships that makes every community a rich learning laboratory and the need for schools to be part of that web. Three issues were addressed by panelists and participants. First, since many communities are weak and impoverished in both economic and social terms, are they capable of being responsible for students' education? Second, standards carry the danger of being exploited for other purposes or used to establish "official knowledge." Who should set standards, who is the "community," and whose standards should prevail? Third, what kind of school funding policies support or undercut the potential of locally developed standards, and how does the state's "machinery of education" affect the strength of communities? Participants then offered advice and recommendations to communities, educators, legislators, and policymakers. Appendices include the keynote speech and the Rural Challenge's position paper on academic standards and community control. (SV)

ED 435 509 RC 022 018

Blasini-Caceres, Lydia; Cook, Amy Beth
Hispanic/Latina Women and AIDS: A Critical Perspective. JSRI Working Paper No. 36. JSRI Research & Publications Working Paper Series.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; Children; Cultural Awareness; Disease Control; Disease Incidence; Drug Abuse; *Educational Needs; Epidemiology; *Females; Health Education; *Hispanic Americans; *Prevention; Risk; Sexuality
IDENTIFIERS- *Latinas
Women are a rapidly growing group of people with AIDS in the United States, and Hispanic/Latina and African American women are disproportionately represented. This paper reviews the literature on the epidemiology of AIDS/HIV infection among Latina women, children, and adolescents and discusses the needs of Latinas regarding AIDS prevention education. Approximately a half million U.S. cases of AIDS had been reported through October 1995, of which women accounted for 11 percent. Hispanics and African Americans represented 21 and 53 percent, respectively, of cases among women. Intravenous drug use by self or partner was a major risk factor, particularly in the Northeast. Children under age 13 were usually infected via maternal transmission, and Hispanic children accounted for a third of pediatric cases. Inner-city adolescents were also at increased risk for HIV infection related to high-risk sexual behaviors and drug abuse. Other risk factors for Latinas are poverty, lack of access to health care, inadequate prenatal care, culturally prescribed gender roles and attitudes, and socioeconomic and political disempowerment. Educational

Timmer); "Computer Services for the Next Century" (Bruce Curran, Noah P. Sessions); "The Five 'C's of an ESD" (Jasmine Chase); "The Northwest Iowa AEA Cooperative: A Model of Cooperation" (J. Gary Hayden); and "One Regional Agency's Game Plan for School Restructuring" (Rose Stellman). Volume 3 has the theme "ESA's as Catalysts of Collaboration" and contains the following articles: "Moving to Market-Driven ESAs" (Edward T. Frye); "Public Schools, Public Pride: A County Showcase" (James G. Redmond, Shelley Yorke Rose); "Using ESAs as Catalysts for Interagency Collaboration" (William J. Bassett); "Reaching Agreement: Building Capacity in Education Service Agencies for Interagency Collaboration" (Cynthia Eagan Martin, Mary Margaret Salls); "Client Views of Texas Service Centers: Research Findings from the Service Centers 2000 Study" (Kay Thomas); "Connecticut RESC Cost Effectiveness" (Susan Olsen Wallerstein); "Educational Service Agencies: An International Perspective" (Ruud J. Gorter); "Dedicated Staff and Grant Funds Enrich Programs for At-Risk Youth" (William A. Le Doux, Anthony J. Amodeo); "Self-Supporting, Self-Sustaining Student Programming" (Bruce D. Vilders); "Supporting Schools through Leadership and Innovative Practices in Special Education" (Martin J. Ikeda, James Stumme, Randy Allison, W. David Tilly III); "Facilitating Specialized Intervention and Integration: A Collaborative School-Wide Team Assistance Project" (Carmen J. Iannaccone, Frank J. Herstek); and "From Woodshed to State Capitol" (Twyla G. Barnes, Kathy J. Rohrer). Volume 4 has the theme "Accountability for ESAs: Is Accreditation the Answer?" and contains the following articles: "Coming of Age" (Brian L. Talbott); "Standards and Performance Measures on the Horizon" (E. Robert Stephens, Hobart L. Harmon); "An Accountability System for Regional Education Service Centers: The Approach in Texas" (Judy M. Castleberry, Felipe Alanis); "Oregon's Regional Education Service Agencies: Evolution of Accountability from Territorial Commissioner to Education Service District" (James G. Maxwell); "Iowa's Area Education Agency Accreditation Standards: Moving towards Alignment of an Educational System" (Judy Jeffrey); "Can Educators Responsibly License Each Other?" (Sue Showers, David P. Moore); "The Galileo Consortium: An ESA Link to Local Districts and Community Co

ED 435 527 RC 022 155

Piper, June-el, Ed.
Dine Baa Hane Bi Naaltsoos: Collected Papers from the Seventh through Tenth Navajo Studies Conferences.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; Anthropology; Archaeology; Cultural Exchange; Culture Contact; Health; Higher Education; Material Culture; *Navajo (Nation); Oral History

This document contains 29 papers presented at the 7th-10th Navajo Studies Conferences, 1994-97. The papers are arranged in five sections: "Aesthetics: Rugs, Baskets, and Rock Art"; "Doing Anthropology"; "Health"; "Economics"; and "Contact between Cultures." The papers are: "The First Navajo Studies Conference: Reflections by the Cofounders" (Charlotte J. Frisbie, David M. Brugge); "Dine Interpretations of Navajo Rug Styles" (Kathleen Tabaha); "The Image Weavers: Contemporary Navajo Pictorial Textiles" (Susan Brown McGreevy); "Rock Art: Comparison of Navajo Realistic Style with Plains Biographical

Service-Learning.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Community Cooperation; *Community Involvement; Community Services; *Curriculum Development; Elementary Secondary Education; Public Service; *School Community Programs; School Community Relationship; *Service Learning; *Social Responsibility; Social Studies; State Curriculum Guides
IDENTIFIERS- *Maryland

This guide provides Maryland teachers with information regarding how to evaluate and improve service-learning. Seven suggested practices for school-based service learning were derived from interviews with 80 Maryland teachers actively engaging their students in service learning. These seven best practices, which might provide a framework for development of a quality service-learning program, include: (1) meet a recognized need in the community; (2) achieve curricular objectives throughout service-learning experience; (3) reflect throughout service-learning experience; (4) develop student responsibility; (5) establish community partnerships; (6) plan ahead for service-learning; and (7) equip students with knowledge and skills needed for service. Two or three instructional strategies are given for carrying out each practice. An appendix includes a glossary of terms, other service learning resources, and a materials order form. (MM)

ED 435 555 SO 028 156

Nordin, Julee; Johnson, Pat
Australian Dreamings. Multimedia Kit .
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art; Art Activities; Art Appreciation; *Art Education; Elementary Secondary Education; Folk Culture; Foreign Countries; *Indigenous Populations; Instructional Materials; Non Western Civilization; Painting (Visual Arts); Social Studies; Studio Art; Units of Study; Visual Arts
IDENTIFIERS- *Australia

This multimedia kit includes 3 video programs with over 50 images in both live footage and still images; introduction to the art and culture of Australia's Aboriginal people, a presentation and discussion of artwork including ancient rock painting, Gagudju and Kunwiniku X-ray style bark painting, and Papunga dot painting; 2 studio activities presented with examples of student work; a comprehensive teacher's guide; a reproducible student booklet with stories, activities, and vocabulary, and 4 full-color reproductions of Aboriginal artworks. The reproducible student booklet contains a summary of the video program, Aborigine myths, quizzes, worksheets, and a vocabulary which in this case, is the Great Depression of the 1930s and Franklin D. Roosevelt's response to it--the New Deal. The unit explains that the New Deal established the foundation of the "modern welfare state" while preserving the capitalist system, and experimented with unprecedented activism in an attempt to relieve the social and economic dislocation experienced by "one-third of the nation." It also identifies cultural trends of the 1930s by analyzing the documentary expression in the arts. Studying a crucial turning point in history, the student becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. Within the unit, which should be used as a supplement to the customary course materials, are the following: (1) unit objectives; (2) correlation to the National History Standards; (3) teacher background materials; (4) lesson plans; and (5) student resources. The unit's lesson plans include a variety of ideas and approaches for the teacher which can be elaborated upon or shortened as the need arises. (BT)

ED 435 576   SO 030 978

Forte, Imogene; Schurr, Sandra
Art & Music Appreciation. A to Z Active Learning Series.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Appreciation; *Art Education; Creative Activities; Cultural Enrichment; Curriculum Enrichment; Intermediate Grades; Middle Schools; *Music Appreciation; *Music Education
IDENTIFIERS- Artistic Thought; Music History

This workbook includes high-interest activities, lessons, and projects to further students' interest in and understanding of important exploratory and enrichment topics essential to a balanced middle grades program. The workbook includes lessons and activities that encourage students to learn more about the arts. Instructional strategies are designed to stretch students' minds and increase problem-solving capabilities while enhancing basic skills instruction and enriching the everyday curriculum. Guided by the workbook, students can create architectural plans, integrate their own knowledge of art, history, mathematics, social studies, and language with creative activities, and draw inspiration from master artists. The workbook allows them to conduct research to learn about the lives of famous classical composers and learn about the symphony and the classical concerto. Throughout the workbook, students participate in cooperative learning investigations, read and relate activities, higher-order thinking, problem solving, and research projects. The variety of activities incorporates product, performance, and portfolio assessment. Special features include activities that use literature-based research for their design; use established taxonomies and models for their organizational structure; focus on both directed and non-directed teaching methods for their delivery; and provide options for both reinforcement and enrichment. A section composed of tips, tools, and techniques to save valuable planning and teaching time is appended. (BT)

ED 435 577   SO 030 992

questionnaire and informal evaluation results are reported. Initial findings identify areas for program improvement and indicate that the mentoring process is valuable to students. From the findings, recommendations were made. (Contains 18 references.) (Author/SM)

ED 435 596   SP 038 846

Hussar, William J.
Predicting the Need for Newly Hired Teachers in the United States to 2008-09.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Beginning Teachers; Elementary Secondary Education; *Labor Turnover; Private Schools; Public Schools; Tables (Data); Teacher Retirement; *Teacher Supply and Demand

There will be a need for many newly hired teachers in the United States over the next 10 years as large numbers of teachers are expected to retire and enrollments are expected to increase. This report examines the problem using an algebraic model with no econometric analysis. It uses age-specific continuation rates of teachers from several different Schools and Staffing Surveys (SASS) of the National Center for Education Statistics to predict how many teachers will continue teaching from one year to another. The demand for teachers is taken as exogenous, and several scenarios are examined. The report assumes that the supply will meet the demand and that the age distribution of new teachers will be the same as the 1993-94 SASS distribution. Depending on the assumptions made, projections for the number of newly hired public school teachers needed by 2008-09 ranges from 1.7 million to 2.7 million. Some of these newly hired teachers will be needed to replace those leaving the profession, and others will be needed as enrollments continue to increase. The majority of the publication is comprised of statistical figures and tables, a technical appendix, and appendix tables. (Author/SM))

ED 435 597   SP 038 847

The Council of Europe and Sport, 1966-1998. Volume I: Legal and Political Texts.
PUB DATE- 98
NOTE- 202p.; For Volumes 2-4, see SP 038 848-850.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Apartheid; Athletes; *Athletics; Disabilities; Drug Abuse; Elementary Secondary Education; Ethics; Foreign Countries; Higher Education; International Programs; *Legal Responsibility; Older Adults; Olympic Games; *Physical Education; Sports Medicine; Sportsmanship; Urban Areas; Violence
IDENTIFIERS- *Council of Europe (France); *Sports Law

This report presents texts adopted in the field of sport by the Council of Europe, focusing on legal and political texts. There are four parts: (1) "Texts Adopted by the Committee of Ministers" (Second Summit Final Declaration, Conventions, Resolutions, and Recommendations); (2) "Texts Adopted at Conferences, Working Parties, and Informal Meetings of European Ministers Responsible for Sport" (Resolutions, Declarations, and the implications of its use. Equations are given for the LPEF model. Two contrasting applications of the LPEF are discussed. One is an application in cognitive ability measurement for a situation in which the same task is assigned to two or more groups of individuals that differ in ability levels. With the LPEF, procedures of evaluation in each examination can be adjusted to suit each group. The other application is in personality or attitude measurement. Because models in the LPEF family are three-parameter models, it is advisable to use a nonparametric method to estimate the ICCs and then parameterize each of the resulting ICCs. (SLD)

ED 435 619 TM 030 216

Samejima, Fumiko
General Graded Response Model.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Equations (Mathematics); Estimation (Mathematics); *Mathematical Models; *Selection
IDENTIFIERS- *Graded Response Model; Polytomous Items

This paper describes the graded response model. The graded response model represents a family of mathematical models that deal with ordered polytomous categories, such as: (1) letter grading; (2) an attitude survey with "strongly disagree, disagree, agree, and strongly agree" choices; (3) partial credit given in accord with an individual's degree of attainment; and (4) computerized cognitive diagnosis. Equations are given for the general model and for homogeneous and heterogeneous cases. Conditions are outlined for model selection, and estimation of the operating characteristics is described. (Contains 1 table, 10 figures, and 18 references.) (SLD)

ED 435 620 TM 030 217

Zhang, Zhicheng; RiCharde, R. Stephen
Increasing Retention and Achievement: A Summer Transition Program at Work.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Seattle, WA, May 29-June 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Freshmen; Early Intervention; Enrichment Activities; Higher Education; Interviews; Participation; *Program Effectiveness; Program Evaluation; *School Holding Power; *Summer Programs

Entering college students participated in a 4-week summer transition program that offered intensive course-based academic training and opportunities for faculty-student interaction. Enrichment activities were used in addition to instruction to consolidate student learning. Data were collected for 176 with valid pretest and posttest scores advanced one or more reading levels, with the greatest mean gains at grade 2. Attending for at least 17 days appeared to have a positive effect on student gains. Teachers expressed strong support for the program's balanced literacy approach and indicated their willingness to use the strategies learned from the program when they returned to their regular classrooms. Recommendations are offered for continuing the S.O.A.R. program. Five appendixes contain the survey instruments and supplemental materials about the program. (SLD)

ED 435 642 TM 030 242

Zyskowski, Gloria; Curry, Janice; Patrick, Ertha; Washington, Wanda
Title I Evaluation Report, 1998-99. Publication Number 98.04.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Hispanic Americans; Low Income Groups; Migrant Youth; Parent Participation; Preschool Education; Program Effectiveness; Program Evaluation; Summer Programs
IDENTIFIERS- *Austin Independent School District TX; Elementary Secondary Education Act Title I

In 1998-99, Title I provided funding to 50 schools in the Austin Independent School District (AISD), Texas (43 elementary, 5 middle, and 2 high schools) with 60% or more students from low-income families. This report contains several analyses of the impact of Title I funds on student achievement. Students at non-Title I schools and at district schools as a whole outperform students at Title I schools, but when the passing rates for disaggregated groups are examined, the scores for economically disadvantaged, Hispanic, and African American students in Title I elementary schools approach the scores for students in those groups in non-Title I schools. Nine of the AISD Title I schools were rated "Low Performing" by the Texas Education Agency in the 1998-99 school year (six for academics and three secondary schools for dropout rates). Students in Title I schoolwide programs in the AISD were performing at a lower level than students in schoolwide programs throughout Texas. Specific information is given about Title I program areas for: (1) prekindergarten; (2) the Summer Opportunity To Accelerate Reading (S.O.A.R.) program; (3) year-round schools; (4) parent and community involvement; and (5) Title I migrant funds. Recommendations are made for improving student achievement under Title I. These recommendations center on improved accountability and record keeping and better strategic use of funds. Eight appendixes contain supplemental materials about Title I programs in the AISD. (Contains 204 figures and 13 references.) (SLD)

ED 435 643 TM 030 243

Chen, Shu-Ying; Ankenmann, Robert D.; Spray, Judith A.
Exploring the Relationship between Item Exposure Rate and Test Overlap Rate in Computerized Adaptive Testing.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Virginia Standards of Learning Assessments. Grade 8 Released Test Items, 1998.
PUB DATE- 99
NOTE- 17p.; For other released items, see TM 030 290-291 and TM 030 293.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- 455 references.) (SLD)
is indicated by many factors, only one of whi
DESCRIPTORS- #Academic Standards; Achievement Tests; Computer Science; #Grade 8; History; Junior High Schools; Mathematics Tests; Reading Tests; Sciences; Social Studies; State Programs; #State Standards; #Test Items; #Testing Programs; Writing Tests
IDENTIFIERS- #Virginia Standards of Learning Program

Beginning in Spring 1998, Virginia students participated in the Standards of Learning (SOL) assessments designed to test student knowledge of the content and skills specified in the state's standards. This document contains questions that approximately 79,000 students in grade 8 were required to answer as part of the SOL assessments. These questions are representative of the SOL tests and are provided to demonstrate the format of the test questions. Sample items are presented from the English tests for reading and writing, the mathematics test, the history and social science test, the science test, and the computer/technology test. A page with correct test answers is included. (SLD)

ED 435 666 TM 030 293

Virginia Standards of Learning Assessments. End of Course Released Test Items, 1998.
PUB DATE- 99
NOTE- 31p.; For other released items, see TM 030 290-292.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- 455 references.) (SLD)
is indicated by many factors, only one of whi
DESCRIPTORS- #Academic Standards; Achievement Tests; Algebra; Biology; Chemistry; Earth Science; Geometry; High Schools; Reading Tests; Sciences; Social Studies; State Programs; #State Standards; #Test Items; #Testing Programs; United States History; World History; Writing Tests
IDENTIFIERS- #Virginia Standards of Learning Program

Beginning in Spring 1998, Virginia students participated in the Standards of Learning (SOL) assessments designed to test student knowledge of the content and skills specified in the state's standards. This document contains questions that students were required to answer as part of the SOL End-of-Course assessments. These questions are representative of the SOL tests and are provided to demonstrate the format of the test questions. Sample items are presented from: the English test for Reading/Literature; Writing; Algebra I; Geometry; Algebra II; United States History; World History to 1000 A.D. (Geography); World History from 1000 A.D. to the Present (Geography); Biology; Earth Science; and Chemistry. A page with correct test answers is included. (SLD)

ED 435 667 TM 030 295

Dowd, Alicia C.
Doing Qualitative Research without a Disciplinary Framework.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American

Postsecondary Education Data System (IPEDS). The CD also contains Electronic Code Book software that will create fully labeled Statistical Package for the Social Sciences and Statistical Analysis System code for all or any portion of the data. Installation instructions are included. TYPE OF SURVEY: National Survey. YEAR OF FIRST DATA: 1995. YEAR OF LATEST DATA: 1997. (SLD)

ED 435 689 TM 030 320

Sass, James S.
Comprehensive Evaluation Report for the Canadian Replication of the Families and Schools Together (FAST) Program.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Evaluation Association (14th, Orlando, FL, November 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Elementary Education; *Elementary School Students; *Family Programs; Family School Relationship; Foreign Countries; *High Risk Students; Partnerships in Education; Program Effectiveness; Program Evaluation; Therapy; Urban Schools
IDENTIFIERS- Canada

Families and Schools Together (FAST) is a 2-year program beginning with 8 weeks of multiple family meetings and transitioning into a long-term follow-up segment called FASTWORKS. FAST uses tested family therapy principles, delinquency and substance-abuse strategies, psychiatric techniques, family systems theory, and group dynamics to give parents and children an opportunity to spend time together as they participate in the community. Most communities identify children who exhibit multiple risk factors, but parents can refer themselves to FAST. FAST uses a nonexperimental pretest-posttest evaluation design that focuses on initial outcomes and protective factors developed during the eight weekly sessions. Collaborative teams in Canada gathered evaluation data for 27 FAST programs from 15 elementary schools. The families of at least 212 children graduated from the program. Aggregate evaluation results indicate that these 27 FAST program cycles successfully achieved the immediate outcomes associated with the program. Parents and teachers reported statistically significant decreases in the child behavior problems, and families reported increased cohesion and maintained adaptability scores in the normal range. Qualitative responses on the program evaluation forms completed by family members indicated that program experiences were consistent with program goals. (SLD)

ED 435 690 TM 030 321

Vos, Hans J.
A Minimax Procedure in the Context of Sequential Mastery Testing. Research Report 99-04.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; Foreign Countries; *Mastery Tests; Models; *Sampling

evaluation approaches; (10) the difference between the kind of evidence required to establish causation and that required to demonstrate culpability; (11) how evaluation developed to a discipline and a transdiscipline; and (12) how evaluation theory developed to its present form. Nine methodological skills of great importance to evaluation are also listed. (SLD)

ED 435 712 TM 030 343

Rudner, Lawrence M.; Schafer, William D.
How To Write a Scholarly Research Report. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Research Methodology; *Research Reports; Scholarly Journals; *Technical Writing
IDENTIFIERS- ERIC Digests

This digest discusses the common sections of a research report and highlights frequently made mistakes. At every stage of the research activities, the researchers should think about the eventual research report. The report should be planned to focus on a single important finding or a highly related group of findings. Suggestions are made for the format and content of the following sections: (1) title; (2) abstract; (3) introduction and literature review; (4) method; (5) results; (6) discussion; and (7) references. Advice is also given about publishing, from choosing the journal in which to publish to coping with rejection. (SLD)

ED 435 713 TM 030 344

Vecchioli, Lisa
A Process for Evaluating Student Records Management Software. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Software Evaluation; *Computer Software Selection; Computer Uses in Education; Criteria; Educational Administration; Elementary Secondary Education; *Evaluation Methods; *Records Management; *Student Records
IDENTIFIERS- ERIC Digests

This digest provides practical advice on evaluating software for managing student records. An evaluation of record-keeping software should start with a process to identify all of the individual needs the software produce must meet in order to be considered for purchase. The first step toward establishing an administrative computing system is forming a schoolwide committee that can provide input for developing school-specific evaluation criteria, solicit products from vendors, and examine those products. Once a committee has been established, the members should examine the administrative functions that need

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Improvement; Elementary Secondary Education; *Federal Aid; Health Education; *Library Materials; Library Services; Private Schools; Program Evaluation; *Public Schools; *School Districts; School Personnel
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title VI; Improving Americas Schools Act 1994

The Title VI programs of the Austin Independent School District (AISD), Texas, are described. Title VI provides federal funds to states under the Elementary and Secondary Education Act of 1965, as amended in 1994. Title VI is intended to contribute to the improvement of elementary and secondary educational programs in both public and private nonprofit schools and institutions. States earn Title VI funds based on their school-aged population. The AISD's 1998-99 allocation of $457,395 was supplemented by funds rolled over from the prior year. The following programs were funded under Title VI in the AISD: (1) a coordinator of volunteers; (2) library resources; (3) a mathematics specialist; (4) private school library resources; (5) science and health education; (6) visiting teachers; (7) Reading Recovery programs; and (8) School Support Community Specialists. (SLD)

ED 435 736 TM 030 370

Title IV Safe and Drug-Free Schools and Communities Evaluation Report, 1998-99. Principles of Effectiveness as the Building Blocks of Title IV School-Based Programming. Publication Number 98.09.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Drug Education; Educational Finance; Elementary Secondary Education; Federal Aid; *Prevention; *Professional Development; School Districts; *School Safety; Violence
IDENTIFIERS- *Austin Independent School District TX; Safe and Drug Free Schools and Communities Act

Title IV Safe and Drug-Free Schools and Communities is a compensatory education program supported by funds from the U.S. Department of Education through the Safe and Drug-Free Schools and Communities Act of 1994. The purpose of Title IV is to enable schools to supplement local efforts to eliminate violence and the use of drugs, tobacco, and alcohol among students. During 1998-99, Title IV provided funding to the Austin Independent School District (AISD), Texas, to support a variety of district-level and campus-level prevention education efforts. Services were provided through the following components: (1) campus-based prevention initiatives; (2) district-level student programs; (3) curriculum and staff development; and (4) support staff and services. Evaluation data came from student surveys, a survey responded to by a random sample of teachers , and district incident data about discipline, violence, and drug-related offenses. Recommendations based on evaluation findings call for more student education on the prevalence and dangers of drugs and increased conflict resolution training for students. More

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronic Mail; *Information Dissemination; Internet; *Online Systems; User Needs (Information)
IDENTIFIERS- Data Transmission; *File Transfer Protocol

The transfer of information from a Web site to personal files or documents is surprisingly easy if the right techniques are used. The portability, utility, and clarity of this information, especially when the user intends to file it and use it in future applications, is assured only when the appropriate commands are followed. This paper describes whole document transfer, formatting and styles, the use of File Transfer Protocol. transfer of a statistical data set, and electronic data transfer. Directions and scripts are provided that will enable users to move information between applications, locations, and systems. The paper also focuses on enhancing the information's usefulness by electronic data transfer into several unique software programs and electronic mail. (SLD)

ED 435 759 TM 030 411

Adams, Ann A.
An Evaluation of a District-Developed NCTM Standards-Based Elementary School Mathematics Curriculum.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Elementary Education; *Elementary School Students; Elementary School Teachers; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Program Evaluation
IDENTIFIERS- *National Council of Teachers of Mathematics

This study examined the mathematics achievement of elementary school students to determine whether a district-developed National Council of Teachers of Mathematics (NCTM) standards-based mathematics curriculum taught by trained teachers was more or less effective than the traditional curriculum that was being used. A nonrandom group of 13 teachers who had been trained in the new curriculum taught it to their students. The kindergarten was eliminated because norm-referenced tests were not given at that level, leaving 10 teachers and their classes. The control consisted of 24 teachers and classes using the curriculum already in place. Pretests and posttests using the Iowa Tests of Basic Skills were administered to students in both groups. There was a significant difference between the experimental and control groups, with students in the experimental group scoring more highly than those in the control group. There were no significant differences between male and female students. (Contains 4 tables and 22 references.) (SLD)

ED 435 760 TM 030 412

Bauer, Scott C.

"Sociocultural Adjustment of Chinese-American Students" (Li-Rong Lilly Cheng); (2) "Linguistic Perspectives on the Education of Chinese-American Students" (Marilyn Mei-Ying Chi); (3) "Schooling for Korean-American Students: A Sociocultural Perspective" (Clara C. Park); (4) "Linguistic Perspective on the Education of Korean-American Students" (Harold Chu); (5) "Meeting the Educational and Sociocultural Needs of Japanese Students in American Schools" (Tina Yamano Nishida); (6) "Teaching English to Native Japanese Students; From Linguistics to Pedagogy" (David Whitenack and Kunie Kikunaga); (7) "Learning in America: The Filipino-American Sociocultural Perspective" (Edmundo F. Litton); (8) "Promoting Educational Success for Filipino-American Students: A Linguistic Perspective" (Rosita G. Galang); (9) "Vietnamese-American Students: Between the Pressure To Succeed and the Pressure To Change"(Chang Hoang Chuong); (10) "English Instruction for High Achievement in the Twenty-First Century: A Vietnamese-American Perspective (Mai Dao); (11) "Hmong-American Students: Challenges and Opportunities" (Anthony T. Vang); (12) "Mong Linguistic Awareness for Classroom Teachers" (Paoze Thao); (13) "Scars of War: Educational Issues and Challenges for Cambodian-American Students" (Khatharya Um); and (14) "Linguistic Perspective on the Education of Cambodian-American Students" (Wayne E. Wright). Each chapter contains references. (SM)

ED 435 780 UD 033 185

Youth Violence: Oversight of Federal Programs. Hearing before the Subcommittee on Youth Violence of the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, Second Session on S. 1245, a Bill To Amend the Juvenile Justice and Delinquency Prevention Act of 1974 To Identify Violent and Hardcore Juvenile Offenders and Treat Them as Adults, and for Other Purposes (May 8, 1996).
PUB DATE- 97
NOTE- 166p.; Serial No. J-104-79.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Crime; *Delinquency; Federal Aid; Federal Government; Federal Programs; Government Role; Hearings; *Juvenile Justice; Legislators; Outreach Programs; *Violence
IDENTIFIERS- Congress 104th; Juvenile Justice Delinquency Prevention Act 1974

This hearing focused on a bill to amend the Juvenile Justice and Delinquency Prevention Act of 1974 to identify violent and hard core juvenile offenders and treat them as adults. Opening statements by four U.S. senators (the Honorable Fred Thompson, Herbert Kohl, Joseph R. Biden, Jr., and Orrin G. Hatch) present various perspectives on the role of the federal government in dealing with the problem of increasing youth violence. Following that are prepared statements by Senator John Ashcroft; Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; a panel consisting of Laurie E. Ekstrand, Associate Director, Administration of Justice Issues, General Government Division, U.S. General Accounting Office; Ira Schwartz, Dean, School of Social Work, University of Pennsylvania; and Lavonda Taylor, Chair, Coalition for Juvenile Justice, West Memphis, AR; and a panel consisting of Marvin E. Wolfgang, Professor of Criminology and of Law and Director, Selin Criminology Center, University of Pennsylvania; Delbert S. Elliott, Director, Center for the Study and Prevention of Violence, University of interventions must address the needs of Latinas within cultural context. Cultural norms may dictate that a woman appear sexually naive, making it difficult for her to negotiate safe sex practices. Development of peer support groups may be the best approach. Recommendations are offered for working with the Hispanic community. (Contains 27 references.) (SU)

ED 435 510 RC 022 019

Gloria, Alberta M.
Comunidad: Promoting the Educational Persistence and Success of Chicana/o College Students. JSRI Occasional Paper No. 48. Latino Studies Series.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Julian Samora Research Institute conference "Innovations in Chicano Psychology: Looking Toward the 21st Century" (East Lansing, MI, April 18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Faculty; *College Students; Cultural Pluralism; *Educational Environment; Higher Education; Mexican American Education; *Mexican Americans; School Holding Power; Social Environment; *Social Support Groups; *Student College Relationship; Teacher Student Relationship
IDENTIFIERS- *Chicanos; Sense of Community

At all levels, Chicanos and Chicanas drop out of school at higher rates than any other racial or ethnic group, eventually resulting in under-representation within institutions of higher education. Although all Latino subgroups experience barriers to their education, Chicanos have the lowest rate of college completion (5 percent). Central to the academic persistence of Chicano college students is the need for a culturally relevant and supportive university community. A university environment should be culturally inclusive and should welcome and validate the values of all its members in promoting optimal growth and learning. Equally important are the commitment and efforts of individuals in and around the community to be active resources for Chicano students. Cultural ambiance and community commitment are interdependent and interwoven such that cultural ambiance cannot truly exist without community commitment, and commitment must be demonstrated by actions that modify traditional university norms, values, and perceptions. Cultural ambiance occurs within four domains: general university environment, student learning environment, classroom and curriculum environment, and faculty environment. Each of these domains is briefly discussed to contextualize the experiences of Chicano students. The roles of faculty, family, and community leaders in creating and maintaining a university community are described. Recommendations are offered in each domain. (Contains 37 references.) (SU)

ED 435 511 RC 022 020

Jose-Kampfner, Christina; Aparicio, Frances
Rethinking Violence in the Educational Crisis of U.S. Latinos. JSRI Working Paper No. 38. JSRI Research & Publications Working Paper Series.
PUB DATE- 98
NOTE- 36p.

Style" (David M. Brugge); "The Storytellers: Contemporary Navajo Basket Makers" (Susan Brown McGreevy); "Navajos Learning and Doing Archaeology: NNAD's Student Training Program at Northern Arizona University" (Davina R. TwoBears); "Road Project Ethnography: Observations on the Role of the Anthropologist and the Cultural Specialist" (David O. Ortiz); "The Final Stages of a Life History Project" (Charlotte J. Frisbie, Augusta Sandoval); "The Landscape of a Life: Life History and the Archaeological Record" (Karen R. Benally, Paul F. Reed); "The Navajo Uranium Miner Oral History and Photography Project" (Doug Brugge et al); "The Trader and Navajo Culture Change" (Theodore R. Reinhart); "Structural Stabilization at Old Fort Ruin" (Larry L. Baker, Christopher L. Zeller); "Issues of Familial Support in the Management of Non-Insulin-Dependent Diabetes Mellitus" (Julia Roanhorse); "Lifestyle Changes among the Navajo: A Cause of Diabetes?" (Sonya Yazzie); "'They Need To Use Both Sides'" (Nelson Sims); "'I Have No Relatives': Navajo Narratives of Distress and Therapeutic Transformation" (Elizabeth Lewton, Thomas Csordas); "Family Dynamics in Three Generations of Navajo Women" (Joanne E. McCloskey); "Contemporary Navajo Wage Labor and Income Patterns" (Scott C. Russell); "Extraction or Reciprocation? Conflict over the Navajo Nation's Ponderosa Pine Forests" (Patrick Pynes); "The Silent Crisis: Economic Consequences of Multiple Appropriations of Navajo Weavers' Patterns and Production" (Kathy M'Closkey); "Navajo Land Use in the Early Twentieth Century" (Riitta Laitinen); "Hubbell Trading Post Today: A View of Working in a Trading Post" (Maralyn Yazzie); "Room To Trade: Space and the Navajo Trading Experience" (Laura R. Marcus); "Navajo Weavers as Artists: Individuals and Regional Styles" (Nancy Mahaney); "The Creation of a Usable Past" (Teresa J. Wilkins); "Museum Presentations of American Indians" (Mark Tomas Bahti); "Traditional and Academic Plant Study" (Kenneth J. Pratt); "The Navajo Great Gambler Legend: A Global Phenomenon" (Kathryn Gabriel); and "Atonement or Harmony: An Examination of The Beatitudes in Navajo Thought" (Peter Kakos). (Contains references in most papers, photographs, and contributor profiles.) (SU)

ED 435 528   SE 059 880

Hren, Benedict J.; Bartolomeo, Nick
Coming to Terms with Sustainability. Environments for Life Conservation Issues Forum Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Community Development; *Conservation (Environment); Ecology; Elementary Secondary Education; *Environmental Education; *Sustainable Development; Teaching Methods

This guide is designed to help organize and conduct a forum about sustainability with conservation groups. The ideal number of participants for this activity is 12 to 32 people. Sections of the guide include: (1) "Before You Begin"; (2) "About This Conservation Issues Forum"; (3) "An Agenda"; (4) "Welcome and Introduction"; (5) "Participant Sign-In Form"; (6) "Get the Ball Rolling"; (7) "Gathering Knowledge"; (8) "Defining Time";

list. The teacher's guide includes introductory information, a vocabulary and pronunciation guide, questioning strategies, and three multi-session lesson plans appropriate for use with students in grades 5-12. These lessons include: (1) "Australian Dreamings"; (2) "Drawing X-Ray Style Animals"; and (3) "Painted Stories." Each lesson includes objectives, materials, vocabulary, discussion questions, activity, demonstration, assessment, and interdisciplinary extension activities. Supplementary information is given regarding: "The Digeridoo," "Dot Painting in the Modern World" and "Bark Painting in the Modern World." (MM)

ED 435 556 SO 028 399

Stockard, James W., Jr.
Activities for Elementary School Social Studies.
PUB DATE- 95
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; Economics Education; Educational Methods; Elementary Education; Geography Instruction; History Instruction; *Instructional Materials; *Interdisciplinary Approach; Political Science; *Social Studies; Sociology; Teaching Methods; Thematic Approach

This book presents a variety of social studies activities for elementary students. The activities are divided into broad social science disciplines but can be adapted to an interdisciplinary format. The activities are wide-ranging in ability level and complexity but can be modified to fit any teaching need. Each activity follows the same format with the listing of topic, grade level, activity time, materials needed, objectives, introduction, major instructional sequence, and closure or evaluation. The book is divided into seven chapters including: (1) "Geography Activities"; (2) "History Activities"; (3) "Anthropology Activities"; (4) "Sociology Activities"; (5) "Economics Activities"; (6) "Political Science Activities"; and (7) "Interdisciplinary Activities." An appendix offers an annotated bibliography of children's books for teaching social studies, additional resources for teachers, the 10 thematic strands for teaching social studies with performance objectives for students, and suggestions for creating lesson plans and unit plans. (EH)

ED 435 557 SO 028 706

The Iowa Court System. Second Edition.
SPONS. AGENCY- State Justice Inst., Alexandria, VA.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Civil Law; *Court Role; *Courts; Criminal Law; Curriculum Guides; Due Process; Juries; Justice; Juvenile Courts; *Law Related Education; Laws; Secondary Education; Service Learning; Social Studies
IDENTIFIERS- Felony Cases; *Iowa; Misdemeanors; Trials

This guide is intended to advance high school students' understanding of the Iowa court system and the democratic

Page, Nick
Sing and Shine On! The Teacher's Guide to Multicultural Song
  Leading.
PUB DATE- 95
NOTE- 177p.; Illustrations by Kathleen Tighe Clark.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
  Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Folk Culture;
  *Music; Music Activities; Music Appreciation; Music Education;
  Music Techniques; *Singing; *Songs; Teaching Methods

This teacher's guide stresses the need for more singing in schools and cultural institutions. Cultural traditions "charge" songs with amazing energy. The charge comes from the sense of identity the song creates. When a song connects people emotionally with a culture, the deep-rooted traditions of that culture add meaning to the singing. Children need not sing generic songs. They can sing songs steeped in tradition, steeped in power. In the folk music process, the song leader learns to own the song and to make simple changes to give a folk song more power. The book is divided into three parts. Part 1 examines the power of singing from both cultural and physical perspectives. Part 2 is an in-depth explanation on how to teach songs and how to make the songs as powerful as possible. Part 3 is a summary identifying why singing and music are so important to education and to life itself. The book concludes with song, supply, and age recommendations, a resource guide, and a bibliography. (Author/LB)

ED 435 578   SO 031 108

Brown, Dwight
Hands-On! Living in the Biosphere: Production, Pattern,
  Population, and Diversity. Developing Active Learning Module on
  the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 96
NOTE- 176p.; Cover page varies. Module developed for the AAG/CCG2
  Project. Significant contributions from CCG2 Summer 1995
  Workshop Participants Sarah Bednarz, Robert Ford, Frances
  Slater, Michael Solem, Ptere Stern, Ray Sumner, Arvind Susarla,
  and Susanne Moser.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Cooperative Learning; Critical
  Thinking; *Environmental Education; *Environmental Influences;
  *Geography Instruction; *Habitats; *Hands on Science; Higher
  Education; Inquiry; Learning Modules; *Physical Environment;
  Problem Solving; Student Educational Objectives; Units of Study
IDENTIFIERS- Biogeography; *Biosphere; *Global Change

Biogeography examines questions of organism inventory and pattern, organisms' interactions with the environment, and the processes that create and change inventory, pattern, and interactions. This learning module uses time series maps and simple simulation models to illustrate how human actions alter biological productivity patterns at local and global scales. The module also demonstrates how human alterations of land cover change the dispersal processes that affect the distribution patterns and diversity of organisms. It aims to and Press Communiques); (3) "Texts Adopted by the Parliamentary Assembly of the Council of Europe" (Recommendations, Resolutions, Orders, and Written Declarations); and (4) "Texts Adopted by the Congress of Local and Regional Authorities of Europe" (Recommendations, Resolutions, and Declarations). (SM)

ED 435 508 SP 038 848

The Council of Europe and Sport, 1966-1998. Volume II: Work of the Committee for the Development of Sport.
PUB DATE- 98
NOTE- 260p.; For Volumes 1, 3 and 4, see SP 038 847 and SP 038 849-850.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Athletes; *Athletics; Comprehensive School Health Education; Disabilities; Drug Abuse; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Immigrants; Physical Education; *Physical Education Teachers; *Physical Fitness; Preservice Teacher Education; Seminars; Sports Medicine; Sportsmanship; Students
IDENTIFIERS- Athletic Facilities; *Council of Europe (France); Sport Injuries; Sports Law

This document summarizes seminars and papers of the Council of Europe's Committee for the Development of Sport. Section 1, "Sport and Physical Education for Children and Young People," discusses such topics as training physical educators, introduction to sport at school, sport for children, testing physical fitness, education against doping, ethics in sport, and youth camps for children with disabilities. Section 2, "Sports Facilities," includes such topics as sport and local authorities, integrated facilities, low cost sports facilities, energy saving in sports facilities, European policies for sports facilities, and various related seminars. Section 3, "Promotion of Sport," includes such topics as sport for immigrants, sport for people with disabilities, women in sport, sport for all, and various related seminars. Section 4, "Sports Policies," focuses on such topics as sport in areas of special need, access to nature, volunteers in sport, new partnerships in sport, sport injuries and their prevention, sport legislation, social significance of sport, and various related seminars. (SM)

ED 435 509 SP 038 849

The Council of Europe and Sport, 1966-1998. Volume III: Texts of the Anti-Doping Convention.
PUB DATE- 98
NOTE- 130p.; For Volumes 1, 2, and 4, see SP 038 847-848, and SP 038 850.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletes; *Athletics; *Drug Abuse; Elementary Secondary Education; Ethics; Foreign Countries; Higher Education; Physical Education; Seminars; *Sports Medicine; Sportsmanship
IDENTIFIERS- *Council of Europe (France); European Parliament; Sports Law

This document presents texts in the field of sports and doping that were adopted by various committees of the Council of Europe. The seven sections present: (1) "Texts Adopted by the Committee of Ministers, 1996-1988"; (2) "Texts Adopted at the program participants from the class of 2001 and 216 participants from the class of 2002. In-depth interviews with 18 participants provided additional data. The participants obtained a higher level of academic achievement in both fall and spring semesters (p 0.05), had a lower attrition rate during the freshman year (p 0.05), and were better prepared for the college experience than the nonparticipants (p 0.05). Early intervention and intensive student involvement within the context of academic learning were the key attributes of this program. (Contains 2 tables and 25 references.) (Author/SLD)

ED 435 621 TM 030 218

Zhang, Zhicheng; RiCharde, R. Stephen
Freshman Academic Achievement: A Structural Equation Model.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Causal Models; Cognitive Ability; *College Freshmen; Educational Environment; Grade Point Average; Higher Education; Locus of Control; *Psychological Characteristics; Self Efficacy; *Structural Equation Models; *Student Motivation

The causal structure between academic achievement and cognitive, psychological, and facilitative variables during the freshman year in college was studied. Data from 455 freshmen were used in the analysis. Participants completed measures of student goals, facilitative skills, and learning and thinking styles. Pre-college and freshman achievement were determined, and academic motivation, locus of control, study skills, concentration, and self-efficacy were generated from the administered measures. Structural equation modeling procedures were used to identify theoretical relations and to test the plausibility of a causal framework. Results reveal a nonlinear relationship between psychological variables such as academic motivation, locus of control, and self-efficacy, and freshman academic achievement. Being academically motivated, preferring internal attributions for academic outcomes, and having confidence in one's ability to do well in college do not directly result in good academic performance in the freshman year. Findings imply that other factors, such as adequate academic preparation, adjustment to instructional styles and the college environment, and the ability to prioritize study are necessary to help freshmen cope with academic challenges in the freshman year. (Contains 3 tables, 2 figures, and 38 references.) (SLD)

ED 435 622 TM 030 219

Bembenutty, Hefer; Karabenick, Stuart A.
Sustaining Learning through Academic Delay of Gratification: Choice and Strategy.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (107th, Boston, MA, August 20-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Item Banks; *Test Items; Test Length
IDENTIFIERS- *Item Exposure (Tests); Overlap Hypothesis

This paper presents a derivation of an average between-test overlap index as a function of the item exposure index, for fixed-length computerized adaptive tests (CAT). This relationship is used to investigate the simultaneous control of item exposure at both the item and test levels. Implications for practice as well as future research are also discussed. An appendix demonstrates that the expected value of the between-test overlap for a fixed-length CAT under completely randomized item selection, is equal to the fixed test length divided by the item pool size. (Contains 5 tables, 2 figures, and 12 references.) (Author/SLD)

ED 435 644 TM 030 244

Balacheff, Nicolas
Is Argumentation an Obstacle? Invitation to a Debate.
PUB DATE- 99
NOTE- 8p.; From "Preuve: International Newsletter on the Teaching and Learning of Mathematical Proof," May-June 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Learning; *Mathematical Concepts; *Persuasive Discourse; *Problem Solving; *Proof (Mathematics); Teacher Role
IDENTIFIERS- Argumentation Theory

The fundamental opposition of two types of discourse, mathematical proof and argumentation to the problem of validation in mathematics is explored. The naturalistic study of interaction in classrooms suggests the possibility of a mathematical argumentation to which students have access by the practice of discussions ruled by socio-mathematical norms that would emerge from the interactions between teacher and student. In such an approach, the construction of a mathematical rationality and argumentation are tightly connected. While there may be no such thing as "mathematical argumentation," there is argumentation in mathematics. It is suggested that argumentation constitutes an epistemological obstacle to the learning of mathematical proof, and more generally the learning of proof in mathematics. (SLD)

ED 435 645 TM 030 247

Kansas Assessment Program: Results of 1999 Writing Assessment.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Benchmarking; Comparative Analysis; Curriculum; Data Analysis; Elementary Secondary Education; School Districts; State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs; *Writing Achievement; *Writing Tests
IDENTIFIERS- Educational Indicators; *Kansas

This document contains data about the results of the Kansas Writing Assessment for 1999. Because administration conditions of the assessment vary widely, the results must be interpreted

Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Graduate Students; Graduate Study; Higher Education; *Intellectual Disciplines; Models; *Qualitative Research; *Researchers; Teaching Methods

In 1998, the researcher participated in a graduate-level interpretive methods class as a teaching assistant. This paper considers several aspects of the approach used in this class to teach interpretive research methods. These approaches include: (1) the introduction of five different research traditions recognized as qualitative; (2) the assignment of a class research project; and (3) the absence of either a disciplinary perspective or background readings to guide the research project. The paper is informed by observations in class, conversations with students and other instructors, and the review of student research papers. The implications for teaching qualitative methods are discussed. The study suggests that when a novice researcher proceeds without a grounding in a relevant discipline or theoretical perspective, she may have difficulty bounding the case under study. In the absence of theory, novice researchers need to be able to rely on their personal response to their field experiences and on careful examination of those responses in order to focus their attention on arguments they care about. (Contains 10 references.) (SLD)

ED 435 668 TM 030 296

Swanson, Austin D.; Engert, Frank
Benchmarking: A Study of School and School District Effect and Efficiency.
PUB DATE- 99
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Benchmarking; Comparative Analysis; Effective Schools Research; *Efficiency; Elementary Secondary Education; Measurement Techniques; *Outcomes of Education; School Districts; *School Effectiveness
IDENTIFIERS- *New York

The "New York State School Report Card" provides a vehicle for benchmarking with respect to student achievement. In this study, additional tools were developed for making external comparisons with respect to achievement, and tools were added for assessing fiscal policy and efficiency. Data from school years 1993-94 through 1995-96 were used for 101 school districts and their schools in the western part of New York state. Two types of outcome measures were developed: average student achievement, measured by four factor scores at the district level and six average scores at the school level, and average school and district effect, estimated through a multiple regression procedure that removes the covariation of family and environmental characteristics from the student achievement scores. School district efficiency was measured through a linear programming technique known as data envelopment analysis. Standard scores were developed and used to prepare benchmarking charts for analyzing student performance on 15 performance measures at the school level. As

IDENTIFIERS- *Minimax Procedure; *Sequential Testing

The purpose of this paper is to derive optimal rules for sequential mastery tests. In a sequential mastery test, the decision is to classify a subject as a master or a nonmaster, or to continue sampling and administering another random test item. The framework of minimax sequential decision theory (minimum information approach) is used; that is, optimal rules are obtained by minimizing the maximum expected losses associated with all possible decision rules at each stage of sampling. The binomial model is assumed for the probability of a correct response given the true level of functioning, whereas threshold loss is adopted for the loss function involved. Monotonicity conditions are derived, that is, conditions sufficient for optimal rules to be in the form of sequential cutting scores. The paper concludes with a simulation study in which the minimax sequential strategy is compared with other procedures that exist for similar classification decisions in the literature. (Contains 2 tables and 30 references.) (Author/SLD)

ED 435 691 TM 030 322

van Krimpen-Stoop, Edith M. L. A.; Meijer, Rob R.
CUSUM Based Person-Fit Statistics for Adaptive Testing. Research Report 99-05.
SPONS. AGENCY- Law School Admissions Council, Newtown, PA.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Estimation (Mathematics); *Item Response Theory
IDENTIFIERS- *Person Fit Measures

Item scores that do not fit an assumed item response theory model may cause the latent trait value to be estimated inaccurately. Several person-fit statistics for detecting nonfitting score patterns for paper-and-pencil tests have been proposed. In the context of computerized adaptive tests (CAT), the use of person-fit analysis has hardly been explored. In this study, new person-fit statistics are proposed, and critical values for these statistics are derived from existing statistical theory. Statistics are proposed that are sensitive to runs of correct or incorrect item scores and are based on all items administered in a CAT or based on subsets of items, using observed and expected item scores and using cumulative sum (CUSUM) procedures. The theoretical and empirical distributions of the statistics are compared and detection rates are investigated. Results show that the nominal and empirical Type I error rates are comparable for CUSUM procedures when the number of items in each subset and the number of measurement points are not too small. Detection rates of CUSUM procedures were superior to other fit statistics. Applications of the statistics are discussed. (Contains 5 tables and 21 references.) (Author/SLD)

ED 435 692 TM 030 323

van Engelenburg, Gijsbert
Statistical Analysis for the Solomon Four-Group Design. Research Report 99-06.
PUB DATE- 99
NOTE- 38p.

to be computerized. Needs analysis should examine the school's capacity to enable faculty and staff to make more productive use of their time and its capability to provide accurate data on individual students that can be used to meet student needs. School officials need to play a vital role in deciding which administrative functions should be automated. The working committee should draft criteria to compare and evaluate each system under consideration. The committee may have to develop and use a quantitative measure on which to base a decision about the software. (SLD)

ED 435 714   TM 030 345

Brualdi, Amy
Traditional and Modern Concepts of Validity. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Criteria; Data Interpretation; Elementary Secondary Education; Reliability; *Test Interpretation; *Validity
IDENTIFIERS- ERIC Digests; *Messick (Samuel)

Test validity refers to the degree to which the inferences based on test scores are meaningful, useful, and appropriate. Thus, test validity is a characteristic of a test when it is administered to a particular population. This article introduces the modern concepts of validity advanced by S. Messick (1989, 1996, 1996). Traditionally, the means of accumulating validity have been grouped into the categories of content-related, criterion-related, and construct-related evidence of validity. Messick considered the traditional concept of validity to be fragmented and incomplete because it fails to take into account evidence of the value implications of score meaning as a basis for action and the social consequences of score use. Messick identified six aspects of validity that are general validity criteria or standards. These are: (1) content; (2) the substantive aspect; (3) structure; (4) generalizabilty; (5) external factors; and (6) consequential aspects of validity. Two major threats to validity that are worth noting are construct underrepresentation and construct-irrelevant variance. (SLD)

ED 435 715   TM 030 346

Speas, Carol; Burch, Glenda; Carruthers, William L.
State of the System. E&R Report No. 99.27.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Dropouts; Educational Finance; Educational Trends; Elementary Secondary Education; *School Districts; Test Results
IDENTIFIERS- *Educational Indicators; *Wake County Public School System NC

This report summarizes a selection of school system professional development is recommended, and suggestions are made for continued curriculum integration efforts. Six appendixes contain supplemental information about Title IV and its implementation in the AISD. (Contains 33 tables, 32 figures, and 24 references.) (SLD)

ED 435 737   TM 030 371

Hsu, Yaowen; Ackerman, Terry A.; Fan, Meichu
The Relationship between the Bock-Aitkin Procedure and the EM Algorithm for IRT Model Estimation.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equations (Mathematics); *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; *Maximum Likelihood Statistics
IDENTIFIERS- *EM Algorithm

It has previously been shown that the Bock-Aitkin procedure (R. Bock and M. Aitkin, 1981) is an instance of the EM algorithm when trying to find the marginal maximum likelihood estimate for a discrete latent ability variable (latent trait). In this paper, it is shown that the Bock-Aitkin procedure is a numerical implementation of the EM algorithm for a continuous latent ability variable using numerical quadrature. Further, the relationship between the EM algorithm, marginal maximum likelihood estimation, and the Bock-Aitkin procedure is described for both the discrete and continuous cases. Some issues concerning the use of the Bock-Aitkin procedure and the EM algorithm are addressed. (Contains 31 references.) (SLD)

ED 435 738   TM 030 390

Harris, Doug
Understanding Assessment in Vermont's Schools.
SPONS. AGENCY- Josephine Bay Paul and C. Michael Paul Foundation, New York, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 16p.; Additional support provided by the Regional Alliance for Science Edudation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Elementary Secondary Education; *Performance Based Assessment; Portfolio Assessment; Scoring; State Programs; *State Standards; Test Construction; Test Use; *Testing Programs
IDENTIFIERS- Scoring Rubrics; *Vermont

This booklet is designed to help parents and community members answer questions about assessment in the context of the Vermont Framework of Standards, the Equal Education Opportunity Act of 1997, and other statewide initiatives. Assessment is changing in Vermont in response to new legislative mandates that call for standards-based assessment designed to improve student learning. Parents are familiar with paper-and-pencil test, but they are less familiar with new types of performance based assessment, including portfolios, and new types of scoring, such as check lists and rubrics. In Vermont, all students will participate in the Vermont Comprehensive Assessment System, which will track trends across the state over time. Questions parents and community members frequently ask about assessment

Should Achievement Tests Be Used To Judge School Quality?
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Evaluation Association (Orlando, FL, November 3-6, 1999). Research presented in this paper was supported by a grant from the School Leadership Center of Greater New Orleans.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Quality; *Elementary School Teachers; Elementary Secondary Education; *Instructional Effectiveness; Parents; Principals; School Effectiveness; Standardized Tests; *Test Content; Test Use

A study was conducted to provide empirical evidence to answer the question of whether student scores on standardized achievement tests represent reasonable measures of instructional quality. Using a research protocol designed by W. Popham and the local study directors, individual test items from a nationally marketed standardized achievement test were rated by educators and parents to determine the degree to which raters felt that items reflect important content that is actually taught in schools and the degree to which raters felt that students' answers to the questions would be likely to be unduly influenced by confounded causality. Thirty reviewers served as item raters: 2 principals, 18 teachers, and 10 parents of elementary school students. On average, raters felt that the content of test questions measured material that is important for students to know. However, for reading and language arts questions, between 20% to 40% of the items were viewed as suspect in terms of other criteria. Mathematics problem-solving and reasoning items were considered the least problematic. Educators and parents did not differ statistically on their ratings on most criteria, although about two-thirds of educators felt that tests should not be used to judge instructional quality, while only 40% of parents felt this way. Two appendixes contain six tables of descriptive statistics. (Contains 17 references.) (SLD)

ED 435 761 TM 030 413

Howell, Lorrie A.; Brocato, D. Kay; Patterson, Kim; Bridges, Tricia
An Evaluation of Performance Task Instruction in the Classroom.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; *Performance Based Assessment; Performance Factors; *Professional Development; School Districts; *Teaching Methods
IDENTIFIERS- Mississippi

This study attempted to provide insight into the condition of one Mississippi school district that has engaged in a comprehensive effort toward instructional improvement centering around performance task instruction by examining how teaching with performance units affects several aspects of the instructional program. In the district studied, the Program of Research and Evaluation for Public Schools (PREPS) Integrated Assessment module of staff development, developed by curriculum specialists working with the Mississippi State Department of

Colorado, Boulder; and Terence P. Thornberry, Professor, School of Criminal Justice, State University of New York at Albany, NY. An appendix presents questions and answers. (SM)

ED 435 781 UD 033 186

Ventura, Stephanie J.; Mathews, T. J.; Curtin, Sally C.
Declines in Teenage Birth Rates, 1991-98: Update of National and State Trends.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Birth Rate; Births to Single Women; *Early Parenthood; Females; *Pregnancy; Tables (Data)

This report includes national birth rates for teenagers for 1991-98; the percent of change, 1991-98; state-specific teenage birth rates for 1991 and 1997; and the percent change, 1991-97. Data are in the form of tabular and graphical descriptions of the trends in teenage birth rates by age group, race, and Hispanic origin of the mother. The data for 1997 and earlier years are based on 100 percent of the birth certificates registered in all states and the District of Columbia. Data for 1998 are preliminary, based on a sample file of more than 99 percent of births for that year. According to the statistics, birth rates for teenagers age 15-19 years declined nationally between 1991 and 1998 for all age, race, and Hispanic origin populations, with the steepest declines recorded for African American women. The teenage birth rate is close to a record low. Statistics show that most teenage births are to unmarried women. State-specific rates by age fell in all states, with most declines statistically significant. Overall declines ranged from 9 to 32 percent. (SM)

ED 435 782 UD 033 188

The Changing Nature of Youth Violence. Hearing before the Subcommittee on Youth Violence of the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, Second Session on Examining the Current State of Youth Violence, Focusing on Its Changing Nature and Juvenile Intervention Programs Designed To Prevent Increased Violence (February 28, 1996).
PUB DATE- 97
NOTE- 88p.; Serial No. J-104-66.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Black Students; *Crime; *Delinquency; Elementary Secondary Education; Federal Government; Government Role; Hearings; *Juvenile Justice; Legislators; Outreach Programs; Religion; *Violence
IDENTIFIERS- Congress 104th; Juvenile Justice Delinquency Prevention Act 1974

This hearing examined the current state of youth violence, focusing on its changing nature and juvenile intervention programs designed to prevent increased violence. Opening statements by Senators Fred Thompson, Herbert Kohl, and Joseph R. Biden addressed the seriousness of the problem. Two panels contributed prepared statements. The first panel included James Alan Fox, Dean, College of Criminal Justice, Northeastern University, Boston, MA; Alfred Blumstein, Professor, the Heinz

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; College Students; *Cross Age Teaching; Dropout Prevention; Dropouts; High School Students; High Schools; Higher Education; *Hispanic Americans; Middle School Students; Middle Schools; *Posttraumatic Stress Disorder; Service Learning; *Student Experience; *Student School Relationship; Tutoring; *Violence
IDENTIFIERS- *Institutional Racism; Latinos; Michigan (Detroit); University of Michigan

Little attention has been given to institutional violence exercised by schools as a major stressor leading to Post-Traumatic Stress Disorder (PTSD) and high dropout rates among Latino students. Institutional violence is defined as the norms, values, and structures of institutions that exclude and discriminate against individuals of disadvantaged and culturally different groups, making their needs invisible. This paper describes a research project, an intervention strategy, and an educational approach that focus on the role of institutional violence in Latino student attrition, ways that institutional violence can be diminished, and the role of university scholars in bridging theory and practice. Focus groups on perceptions of neighborhood and institutional violence were conducted with secondary school students, dropouts, parents, and teachers in Southwestern Detroit, and student participants completed the Children's PTSD Inventory. The intervention, Youth Helping Youth, addressed both academic and affective needs of students through a tutoring program plus a psychologist-facilitated discussion group for high-risk middle school students in a predominantly Latino school. Tutors for the intervention were provided by a community service learning course at the University of Michigan; a second course focused on the politics of language and cultural identity among U.S. Latinos. Course assessment examined the development of cultural competence among participants. Recommendations are offered for teacher education related to cultural competence and the effects of institutional violence. (Contains 75 references.) (SU)

ED 435 512 RC 022 060

Moreno, Robert P.; Lopez, Jose A.
Latina Mothers' Involvement in Their Children's Schooling: The Role of Maternal Education and Acculturation. JSRI Working Paper No. 44. JSRI Research & Publications Working Paper Series.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Educational Attainment; Grade 1; *Hispanic Americans; Mother Attitudes; *Mothers; Parent Background; *Parent Participation; Parent School Relationship; Primary Education; *School Attitudes; Socioeconomic Status
IDENTIFIERS- California (Los Angeles County); *Latinas

Interviews with 158 Latina mothers of first-grade children examined the influence of mothers' acculturation and education on their attitudes toward and involvement in their children's education. The interviews covered participants' demographic and sociocultural characteristics, perceptions of their role and efficacy, knowledge of school-related activities, educational expectations for their child, perceptions of school climate, education-related support from families and friends, barriers

(9) "Information Sheets"; (10) "Group Reporting"; (11) "Group Discussion"; (12) "Closing Thoughts"; (13) "Closing Thoughts Worksheet"; (14) "Glossary"; (15) "Follow-Up Reporting Form"; and (16) "Resources." (CCM)

ED 435 529 SE 060 349

Guide to the BATS Resource Trunk.
SPONS. AGENCY- National Fish and Wildlife Foundation.; Phillips Petroleum Company, Bartlesville, OK.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Education; Environmental Education; Habitats; Science Education; *Wildlife; *Zoology
IDENTIFIERS- *Arizona; *Bats (Animals)

This guide provides detailed information, resources, and activities to teach students about the bats of Arizona. Chapters include: (1) "What is a Bat?"; (2) "Megabat or Microbat?"; (3) "Bat Anatomy"; (4) Diet and Feeding"; (5) Echolocation"; (6) Reproduction and Lifespan"; (7) "Flight"; (8) "Migration and Hibernation"; (9) Habitat and Roost Sites"; (10) "The Benefits of Bats"; (11) "Bats in Myth and Folklore"; (12) "Action Projects"; (13) "Elementary Bats Quiz"; (14) "Rain Forest Allies Quiz"; (15) "Big-eared Bat Book"; (16) "Classify a Chiropteran"; (17) "Bats Eat Bugs"; (18) "What Do Animals Do in Winter"; (19) "Wildlife in Winter"; (20) "Hibernation in a Hibernaculum"; (21) "Bat Jeopardy"; (22) "Build a Bat"; (23) "Bat Menu"; and (24) "Bat Biologist Field Equipment." Each chapter contains teaching tips. (CCM)

ED 435 530 SE 061 783

Pearson, Andrew
Four Stories: People, Communities and Sustainability. Environments for Life Conservation Issues Forum Series.
SPONS. AGENCY- S. H. Cowell Foundation, San Francisco, CA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Development; *Conservation (Environment); Ecology; *Environmental Education; *Sustainable Development

Education about sustainability is the foundation of conservation efforts. This publication was designed to inform and inspire individuals and communities that may be contemplating or already undertaking efforts to promote community sustainability. The four stories in this booklet are: (1) "Coastal Community Connections"; (2) "Cultivating Farm Communities"; (3) "Natural Communities"; and (4) "Building Urban Communities." Contains a list of other Community Sustainability case studies and Internet resources. (CCM)

ED 435 531 SE 062 632

Earth & Us Green Pages.
PUB DATE- 97

principles on which it is based. The guide focuses on the Iowa district courts. Although 80% of law takes place in district courts, few national texts cover the district courts due to differences in district courts from state to state. The guide briefly overviews the proposed curriculum, potential teaching methods, format of the student guide, examples of possible educational outcomes, and ways to evaluate student achievement and the effectiveness of the project. The guide also focuses on the use of outside resource persons and service learning to enhance the curriculum. Separated into eight chapters, the guide covers lessons on the history and role of the courts, the structure of the courts, criminal and civil procedures, juries, the juvenile court, and concludes with a chapter on the future of the Iowa courts. The guide contains a concluding activity and a glossary. (TSU)

ED 435 558 SO 029 182

Dadson, Philip; McGlashan, Don
The From Scratch Rhythm Workbook. Revised Edition.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Games; *Music; *Music Activities; *Music Techniques; Recreational Activities; *Rhythm (Music); *Songs
IDENTIFIERS- Meter (Poetry); Rhythmic Movement

Since its formation in 1974, the renowned performing group, "From Scratch," has developed a distinctive style of music using sophisticated rhythmic language and unique sculptural instruments. The group's experiences have been transformed into the exercises and game forms presented in this workbook. The hands-on workbook uses a body-based approach to rhythm and sound, including clapping, stamping, and simple vocals. A wide range of rhythmic and compositional concepts are introduced in the workbook, in exercises that are both fun to do and musically satisfying in themselves. The introductions and discussion notes accompanying each exercise emphasize natural functions such as heartbeat, breathing, sleeping/waking, and walking to illustrate that the body is an organized rhythmic system and that this natural rhythm is the best basis for developing rhythmic skills. The workbook is designed to appeal to anyone interested in expanding enjoyment of rhythm and sound, including practitioners and teachers of music, dance, and drama at all levels of ability. (BT)

ED 435 559 SO 029 244

The Florida High School Mock Trial Competition Case Materials, 1997. State of Florida v. Lee Appleman.
PUB DATE- 97
NOTE- 137p.; Funded with assistance from the Florida Bar Foundation Interest on Trust Accounts Program and The Florida Bar General Practice Section.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; High

engage students actively in problem solving, challenge them to think critically, invite them to participate in the process of scientific inquiry, and involve them in cooperative learning. The module is appropriate for use in any introductory and intermediate undergraduate course that focuses on human-environment relationships; it includes more student activities and more suggested readings than most instructors will have time to cover in their courses, so instructors will need to select those readings and activities best suited to the local teaching conditions. Each section of the module presents background information for the specific topic, the instructor's guide to activities, student worksheets, and answers to activities. A glossary of terms, supporting materials, and readings conclude the module. (Contains 17 references.) (BT)

ED 435 579   SO 031 140

Fertman, Carl I.; White, George P.; White, Louis J.
Service Learning in the Middle School: Building a Culture of Service.
PUB DATE- 96
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Citizen Participation; Curriculum Development; Middle School Students; Middle Schools; *Service Learning; Social Studies; *Student Volunteers; Volunteer Training

A wave of the future in education is the inclusion of service activities in the school program with the accompanying expansion of school/community relationships. This book considers how to incorporate aspects of service into the ongoing academic program in middle school. The book contends that all middle school educators should become knowledgeable about and active in promoting service learning. It is comprehensive, specific, and replete with examples and guidelines. In addition to ample discussions of all aspects of service learning, the book includes an extensive listing, with addresses and phone numbers, of organizations and groups that are involved in some phase of service learning. Chapters in the book are: (1) "Building a Culture of Service at the Middle Level"; (2) "Service Learning, Curriculum, and Teams"; (3) "Elements of Service Learning"; (4) "Organizational Commitment: An Essential"; (5) "Developing Service Learning Opportunities in School and Community"; (6) "Reaching the Full Potential of Service Learning"; (7) "Sustaining a Service Culture"; (8) "Case Studies of Service Learning in Action"; and (9) "Service Learning Resources." (Contains 44 references.) (BT)

ED 435 580   SO 031 153

de Souza, Doralice Lange
Developing a Critical Curriculum in Physical Education Classes.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Conferences of European Ministers Responsible for Sport Since 1978" and "Informal Working Parties/Informal Meeting of European Ministers Responsible for Sport"; (3) "Texts Adopted by the Parliamentary Assembly of the Council of Europe"; (4) "Texts Adopted by the Congress of Local and Regional Authorities of Europe"; (5) "Texts Adopted by the Monitoring Group, 1994-1998"; (6) "Work of the Monitoring Group of the Anti-Doping Convention"; and (7) "Work of the Committee for the Development of Sport." (SM)

ED 435 600 SP 038 850

The Council of Europe and Sport, 1966-1998. Volume IV: Texts of the European Convention on Spectator Violence.
PUB DATE- 98
NOTE- 128p.; For Volumes 1-3, see SP 038 847-849.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; *Audiences; Elementary Secondary Education; Foreign Countries; Higher Education; Physical Education; *Sportsmanship; *Violence
IDENTIFIERS- *Council of Europe (France); European Parliament; Spectator Sports; Sport Injuries; Sports Law

This document presents texts from the European Convention on Spectator Violence. The six parts are (1) "Texts Adopted by the Committee of Ministers"; (2) "Texts Adopted at Conferences, Working Parties, and Informal Meetings of European Ministers Responsible for Sport" and "Informal Working Parties/Informal Meeting of European Ministers Responsible for Sport"; (3) "Texts Adopted by the Parliamentary Assembly"; (4) "Texts Adopted by the Standing Committee"; (5) "Work of the Standing Committee"; and (6) "Work of the Committee for the Development of Sport Concerning Spectator Violence." (SM)

ED 435 601 SP 038 851

[illegible], Fred
Howard Gardner, Meet Benjamin Bloom: Strategies for the Future Enliven Methods from the Past.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the Pennsylvania Council for the Social Studies (Pittsburgh, PA, October 14-15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Constructivism (Learning); Creative Teaching; Experiential Learning; Higher Education; *Multiple Intelligences; Music; Preservice Teacher Education; Secondary Education; *Social Studies; Student Teachers; Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

Classic theories in pedagogy such as those of John Dewey and Jean Piaget establish the foundation upon which preservice students in a social studies methods course build new knowledge about the teaching/learning paradigm. The constructivist philosophy emanating from these theories provides the rationale for a technique designed to enable students to acquire knowledge and master skills in instructional preparation and delivery. The technique represents an adaptation of contemporary theory in multiple intelligences designed to model the application of

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Delay of Gratification; Educational Objectives; Higher Education; Learning; Need Gratification; *Personality Traits; Self Motivation; Teaching Methods
IDENTIFIERS- *Self Regulation

Academic delay of gratification (ADOG) refers to students' postponement of immediately available opportunities to satisfy impulses in favor of pursuing academic goals that are temporally remote but ostensibly more valuable. This important form of self-regulation was studied among college students to determine how it serves to sustain effort over time in the face of obstacles. The focus in this review was on the links between delay and students' motivational tendencies and the use of learning strategies that serve to facilitate self-regulation. ADOG is discussed in view of the macro-analytic model of W. Mischel's cognitive-affective personality system. It is suggested that future research on delay as a learning process should consider B. Zimmerman's micro-analytic model of self-regulated learning cycle phases. The conceptual status and assessment of delay of gratification and implications for teaching and learning are discussed. (Contains 5 tables, 2 figures, a short summary, and 61 references.) (Author/SLD)

ED 435 623   TM 030 220

Verhesschen, Piet
Narrative Research and the Concern with the Truth.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Educational Research; *Epistemology; *Research Methodology; *Researchers
IDENTIFIERS- *Narrative Inquiry; *Truth

Much of the ongoing discussion about the scientific value of narrative research and the criteria for narrative research comes down to conceptions of the aims of educational research and what this means for an interest in the "truth." The growing number of publications about narrative research has resulted in warnings and criticism. One of the leading critics is D. Phillips (1993, 1996), who stresses the importance of ascertaining the correct narrative or narratives and asserts that narrative needs to be "epistemically respectable." Conflict arises from different views of the researcher's "voice" in narrative research and from differing conceptions of the "truth." New narrative research can be said to share the epistemological presuppositions of postfoundationalism, and this postfoundationalism can be distinguished from relativism or subjectivism. J. O'Dea (1994) has developed a notion of truth that can help narrative research gain epistemic respectability. Narrative researchers must render the realities of classroom practice faithfully and precisely. The narrative researcher can be truthful at three levels: (1) situation; (2) practitioner; and (3) researcher. (Contains 23 references.) (SLD) with caution. Year-to-year state data are considered not comparable, but they are reported in the interests of consistency. Comparisons among districts should not be made on the basis of these results, but year-to-year comparisons may be made for individual buildings if they standardized their local writing assessments. Test results show that students at all grade levels are generally scoring at or slightly above the midpoint on all six traits and the writing composite score. From 15% to 54% of schools are reaching the building-level standard of excellence on each of the traits and the composite score. Almost 50% of the general education/gifted students at grade 5, over 56% of the students at grade 8, and almost 60% of the general education/gifted students at grade 10 are scoring at the Proficient level or above. From one-fifth to one-fourth of the tested students with disabilities are scoring at the proficient level or above, and from one-fifth to one-third of the tested students of limited English proficiency are scoring at the proficient level or above at all three grade levels. Grade 10 students' scores have risen since 1996. Data about test results are presented in a series of tables. Three appendixes contain building frequency distributions, a description of the assessments, and some example items. (Contains 21 tables.) (SLD)

ED 435 646   TM 030 248

Kansas Assessment Program: Results of 1999 Mathematics and Reading Assessments.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Benchmarking; Comparative Analysis; Curriculum; Data Analysis; Elementary Secondary Education; Mathematics Achievement; *Mathematics Tests; Reading Achievement; *Reading Tests; School Districts; Standards; State Programs; *State Standards; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- Educational Indicators; *Kansas

This document reports the results of the Kansas Assessment Program for reading and mathematics for 1999. The mathematics assessment is given in grades 4, 7, and 10. Over 30% of the 4th graders met the individual student standard for excellence in mathematics, with 8% of 7th graders and only 4% of 10th graders meeting the standard. Five-year trend data show sizable gains on all three subscales and the total power score in mathematics at grade 4, with more modest gains at grades 7 and 10. In reading, almost 39% of the grade 3 general education/gifted students taking the assessment met the individual student standard of excellence, and at grades 7 and 10, over 26% and 19% of students respectively met the standard of excellence. Data are presented in table form for the individual grades and different subgroups of students. Three appendixes contain building frequency distributions, a description of the assessments, and some example items. (Contains 46 tables.) (SLD)

ED 435 647   TM 030 249

Wood, Gail
How To Study: Use Your Personal Learning Style To Help You Succeed When It Counts. The Basics Made Easy...in 20 Minutes a Day.

with most studies of relationships between student outcomes and expenditures, there was no statistically significant correlation between school district effect and expenditure. Adding school district effect and school district efficiency to the outcome usually considered in school comparisons, academic achievement, highlights the differences in challenges that school districts face, and shows that many districts, not normally recognized for their effectiveness, are making important contributions to the intellectual development of their students. Three appendixes contain score charts. (Contains 7 tables, 41 figures, and 68 references.) (SLD)

ED 435 669 TM 030 297

Noble, Julie; Davenport, Mark; Schiel, Jeff; Pommerich, Mary
High School Academic and Noncognitive Variables Related to the ACT Scores of Racial/Ethnic and Gender Groups.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; College Entrance Examinations; Ethnic Groups; Grade Point Average; *High School Students; High Schools; *Racial Differences; Scores; *Sex Differences; Student Characteristics; Test Bias; Test Results
IDENTIFIERS- *ACT Assessment

This study examined the extent to which selected high school academic variables and noncognitive characteristics of American College Testing (ACT)--tested students explain differential test performance of racial/ethnic and gender groups. Of particular interest was the extent to which the noncognitive variables, over and above course work taken, grades earned, and high school attended, reduce racial/ethnic or gender differences in mean ACT scores. The sample for the study included 5,489 ACT-tested students from 106 high schools who completed a survey about their perceptions of themselves, their homes, and their school environment. Using stepwise multiple regression, from 34% to 59% of the variance in ACT scores could be explained by the high school academic variables (high school grade average, core mathematics and science courses taken) and high school attended. Students' noncognitive characteristics (education-related factors, time spent on selected activities, background characteristics, and students' perceptions of themselves) explained about 15% additional variance in ACT scores, over and above grade average and course work taken. Race/ethnicity or gender explained only 1% to 2% of additional variance, over and above the other variables considered. Additional analyses revealed differences between African American and Caucasian American students in the types of variables most strongly related to their ACT scores. Two appendixes contain a survey of ACT-tested students and weighted descriptive statistics for all variables in the full models. (Contains 6 tables, 3 figures, and 17 references.) (Author/SLD)

ED 435 670 TM 030 298

Stiegemeier, Lois A.
Organizing for Success: A Study about Mathematics Assessment Results in Washington State.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 99

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Maximum Likelihood Statistics; *Outcomes of Treatment; *Pretests Posttests; *Regression (Statistics)
IDENTIFIERS- *Solomon Four Group Design

The Solomon four-group design (R. Solomon, 1949) is a very useful experimental design to investigate the main effect of a pretest and the interaction of pretest and treatment. Although the design was proposed half a century ago, no proper data analysis techniques have been available. This paper describes how data from the Solomon four-group design can be analyzed properly using maximum likelihood regression analysis. The results show that both the parameter estimators and the expressions for the standard errors are in agreement with related designs and with intuitive expectations. (Author/SLD)

ED 435 693 TM 030 324

Verhelst, N. D.; Kaftandjieva, F.
A Rational Method To Determine Cutoff Scores. Research Report 99-07.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cutting Scores; Data Collection; Foreign Countries; *Item Response Theory; *Performance Based Assessment; *Standards
IDENTIFIERS- *Experts; *Standard Setting

A new method is proposed to set multiple standards in performance tests. The method combines three sources of information coming from three different data collections. The first is an empirical definition of mastery of an item; the second consists of parameter estimates of the items in an Item Response Theory (IRT) model, and the third source is a collection of experts' judgments on the relation between item mastery and level of performance. These judgments are given as an answer to very simple questions. The method is not iterative, and the experts are not required to judge borderline persons. The standard setting procedure is simple and can be carried out without a computer. (Author/SLD)

ED 435 694 TM 030 325

Drasgow, Fritz, Ed.; Olson-Buchanan, Julie B., Ed.
Innovations in Computerized Assessment.
PUB DATE- 99
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Elementary Secondary Education; Scoring; *Test Construction; Test Items; Test Use; Testing Problems

Chapters in this book present the challenges and dilemmas faced by researchers as they created new computerized assessments, focusing on issues addressed in developing, scoring, and administering the assessments. Chapters are: (1) "Beyond Bells and Whistles; An Introduction to Computerized Assessment" (Julie B. Olson-Buchanan and Fritz Drasgow); (2) "The characteristics and performance indicators collected since the 1991-92 school year for the Wake County Public School System (WCPSS), North Carolina, and comparable local education agencies (LEAs) in North Carolina. Data are presented in figures to reveal longitudinal trends in the Wake County system and comparisons of Wake County's schools with other LEAs. Per pupil expenditures in the WCPPS were lowest among all comparison LEAs for every year in the 1990s. Student dropout rates in the WCPSS remained the lowest among comparison LEAS throughout the period studied. Student population growth in the WCPSS exceeded that of all comparison LEAs for every year in the 1990s. Overall, Wake County students posted the strongest academic performance among all comparison LEAs, and steady gains were made throughout the 1990s. The report identifies some areas of relative strength and weakness in academic performance for Wake County students. (SLD)

ED 435 716 TM 030 347

North Carolina Writing Assessment Results, 1998-99. Measuring Up. E&R Report No. 99.28.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Elementary School Students; Essay Tests; Scores; Scoring; State Programs; Test Interpretation; *Test Results; *Testing Programs; *Writing Tests
IDENTIFIERS- *North Carolina End of Grade Testing Program; *Wake County Public School System NC

The North Carolina Writing Assessment, which is part of the state's End-of-Grade testing program, requires students in grades 4 and 7 to write essays in response to a standardized prompt. This report contains results for the Wake County Public School System (WCPSS). Fourth grade writing assessment scores across North Carolina rose in 1999, and in the WCPSS, the scores at grade 4 were higher than the statewide scores. However, WCPSS scores decreased 3 percentage points from 1998. Scores for seventh grade students rose dramatically, both statewide and in the WCPSS. One area in which performance declined, both in Wake County and in the state as a whole, was that of conventions, an area that assesses sentence formation, word usage, and mechanics. Information is provided about scoring procedures, interpreting writing assessment results, and results for individual schools. Attachments contain summary reports for grades 4 and 7. (SLD)

ED 435 717 TM 030 348

Dulaney, Chuck; Fejoku, Caroline
English II Writing Test Results, 1998-99. Measuring Up. E&R Report No. 99.29.
PUB DATE- 99
NOTE- 8p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; *English; *High School Students; High Schools; State Programs; *Test Results; Testing Programs; *Writing Tests
IDENTIFIERS- *North Carolina End of Course Testing Program; *Wake

are answered. (SLD)

ED 435 739 TM 030 391

Finn, Chester E., Jr.; Kanstoroom, Marci; Petrilli, Michael J.
The Quest for Better Teachers: Grading the States.
PUB DATE- 99
NOTE- 58p.; "With technical assistance from Sheila Byrd."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Knowledge Base for Teaching; Personnel Selection; *State Programs; *Teacher Effectiveness; Teacher Evaluation; Teacher Qualifications

This report evaluates how good a job the states are doing when it comes to putting policies in place that will improve teacher quality. Forty-nine states are included; Oregon and the District of Columbia did not participate in the survey. States receive grades in whether: (1) they hold schools, principals, and teachers accountable for results; (2) they have empowered schools to make personnel decisions; (3) they have quality control systems to ensure that teachers know their subjects, but that do not involve needless regulation; and (4) they have opened the doors into teaching to talented candidates who have not attended schools of education. Grades are based on 29 indicators, each linked to a policy designed to boost the quality of the teaching force. Overall, the states earn a grade of "D " for their teacher quality policies, although Texas and Florida both receive "A's." The report describes what these two states are doing to earn these grades. Across the United States, accountability is still more talk than action, as state-by-state reports demonstrate. (SLD)

ED 435 740 TM 030 392

Olson, Martin N.
Grounding Our Vision and Ambitions in 21st Century Reality: Tools and Tangible Outcomes Which Exemplify OXY Teacher Leader Development and Achievement. Assessment Standards 1st. OXY Teacher Leader Career Portfolio.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the California Educational Research Association (78th, Monterey, CA, November 18-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Competence; Elementary Secondary Education; *Personnel Data; *Portfolios (Background Materials); Qualifications; *Resumes (Personal); Standards

In both California and the United States as a whole, new emphasis is being placed on greater accountability for all educators. Educators find that they are facing too many sets of standards, making it difficult to focus on priorities. This paper provides five essential tools to demonstrate teaching competence. These tools can be the ways and means for each prospective teacher to prepare for school employment, education career advancement, and performance assessments based on standards. The five essential tools are: (1) the resume; (2) academic subject matter preparation; (3) letters of reference; (4) a career

Education and a representative of the Riverside Publishing Company, was used to train teachers in performance unit construction and teaching strategies. Student achievement data show that when mathematics performance assessment scores and language performance scores are analyzed separately, the hypothesis that performance task instruction would increase scores was not supported. When total performance scores are analyzed, there is a significant improvement in scores for 1999 over those of 1998. Data do not show a relationship between performance assessment scores and core battery scores. Teachers indicated that performance-based instruction and assessment had improved their own performance and student performance overall. The school district has continued its commitment to performance-based instruction and assessment. (Contains 17 references.) (SLD)

ED 435 762 TM 030 414

Lowery, Catherine; Franklin, Kathy K.
Utilzing Networked Computer Workstations To Conduct Electronic Focus Groups.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 16-19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Networks; *Educational Technology; *Focus Groups; Higher Education; *Online Systems; Research Methodology; *Teacher Attitudes
IDENTIFIERS- University of Arkansas Little Rock

Researchers at the University of Arkansas at Little Rock conducted a study of faculty attitudes about the use of technology in the college classroom using electronic focus group sessions. This paper examines the electronic focus group data collection procedure. The electronic sessions were conducted in a decision-support center on campus with 13 networked computer workstations and 1 server. The software for the focus group sessions was Group Systems 2.0 by Ventana Corporation. At each session, the facilitator explained the technology and then engaged in a guided question-and-answer process using a predetermined focus group script. In the first phase, participants answered the questions individually, and in a second phase, they "discussed" the responses with each other electronically. Researchers found that the electronic format improved the objectivity of each session, reduced the influence of a sensitive topic on participation, and enhanced the management of a discussion. The electronic format also improved the accuracy of the data by capturing every voice and comment in "real time." The primary disadvantage was the reduced ability of the researcher to guide the discussion and request elaboration of any given topic. The researchers, however, believed that this disadvantage was more a consequence of their inexperience with the technology than a problem with the electronic format. An appendix contains the focus group script. (Author/SLD)

ED 435 763 TM 030 575

Data Volume for the National Education Goals Report 1999.
PUB DATE- 99
NOTE- 571p.; For the 1999 National Education Goals Report, see ED

School, Carnegie Mellon University, Pittsburgh, PA; John J. DiIulio, Jr., Director, Center for Public Management, Brookings Institution, Washington, DC; and Eugene F. Rivers, III, Fellow, Center for the Study of Values and Public Life, Harvard Divinity School, and Pastor, Azusa Christian Community, Dorchester, MA. The second panel included the Honorable Carol Kelly, Circuit Court Judge, Oak Park, IL; the Honorable C. Van Deacon, Jr., General Services and Juvenile Circuit Court Judge, Bradley County, TN; Thomas P. Gordon, former Chief of Police, New Castle County, DE; and Steven Hare, Faith City Baptist Church, Newark, DE. (SM)

ED 435 783 UD 033 189

Funding Youth Violence Programs: Should the Strings Be Cut? Hearing before the Subcommittee on Youth Violence of the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, Second Session on Proposed Legislation Authorizing Funds for Programs of the Juvenile Justice and Delinquency Prevention Act (March 12, 1996).
PUB DATE- 97
NOTE- 208p.; Serial No. J-104-69.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Crime; *Delinquency; *Federal Aid; Federal Government; *Federal Programs; Government Role; Hearings; *Juvenile Justice; Legislators; Outreach Programs; *Violence
IDENTIFIERS- Congress 104th; *Juvenile Justice Delinquency Prevention Act 1974

This hearing discussed proposed legislation authorizing funds for programs of the Juvenile Justice and Delinquency Prevention Act. Opening statements by senators Fred Thompson, Joseph R. Biden, Herbert Kohl, Orrin G. Hatch, Charles E. Grassley, and Alan K. Simpson introduced the issue. Presentations involved two panels. The first consisted of Steve A. Carson, Chief of Police, LaFollette, TN; Byron Oedekoven, Sheriff, Campbell County, WY; Ray Luick, Administrative Officer, Wisconsin Office of Justice Assistance, Madison, WI; and William R. Woodward, Director, Colorado Division of Criminal Justice, Colorado Department of Public Safety, Denver, CO. The second included S. Camille Anthony, Executive Director, Utah Commission on Criminal and Juvenile Justice, Salt Lake City, UT; Jerry Regier, Director, Oklahoma Department of Juvenile Justice, Oklahoma City, OK; Patricia West, Director, Virginia Department of Youth and Family Services, Richmond, VA; Marion Kelly, Virginia Department of Criminal Justice Services; and Robert G. Schwartz, Chairman, Juvenile Justice Committee, American Bar Association, Philadelphia, PA. An appendix presents questions to witnesses on both panels from the Committee on the Judiciary and responses from the panelists. Additional submissions include letters to Senator Thompson from the Office of Juvenile Justice and Delinquency Prevention, Department of Justice and from the Division of Criminal Justice, Colorado Department of Public Safety; a biography of Jerry Paul Regier; and prepared statements from Gary B. Melton for the American Psychological Association; Lavonda Taylor for the Coalition for Juvenile Justice; and Barry Krisbert, President, National Council on Crime and Delinquency. (SM)

ED 435 784 UD 033 190

Youth Violence: Developing Local and State Solutions. Hearings to parental involvement, and reported levels of involvement. Regardless of acculturation level, more-educated mothers were more likely to view their participation as "part of their job." However, for mothers with a high school education or greater, less acculturated mothers had higher levels of self-efficacy with regard to their involvement and had higher expectations for their children than did more acculturated mothers. There was no evidence that the mothers found the school climate to be hostile or unreceptive. However, compared to their counterparts, less acculturated mothers and less educated mothers reported more barriers to their involvement and greater support from their spouses. Regardless of acculturation or education, Latina mothers participated in parental involvement activities ranging from "basic obligations" to "involvement in school governance," but more-educated mothers engaged in activities more frequently. (Contains 60 references.) (SU)

ED 435 513 RC 022 110

Nelson-Barber, Sharon; Trumbull, Elise; Koelsch, Nanette; Beller, Floyd O.; Sherman, Kerry; Subramanian, Mukund
Directory of Indigenous Education Resources in the WestEd Region, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; Colleges; *Educational Resources; Elementary Secondary Education; Federal Programs; *Organizations (Groups); Postsecondary Education; Public Agencies; *Resource Centers; Schools; *Tribes
IDENTIFIERS- Arizona; California; Nevada; *United States (West); Utah

This directory provides brief descriptions and contact information for indigenous education resources in four Western states: Arizona, California, Nevada, and Utah. The first section lists national associations, organizations, clearinghouses, and centers concerned with American Indian education and based in one of the four states. Sections on each of the four states list federally recognized tribes, American Indian centers, state government agencies and organizations, postsecondary institutions and related organizations, elementary and secondary schools and related organizations, American Indian media, museums and parks, Head Start programs, child care programs, Title IX Indian education programs, and Johnson O'Malley contractors. The California section also lists non-federally recognized tribes, California Department of Education Indian education centers by county, and early childhood education programs. (SU)

ED 435 514 RC 022 118

Thomason, Timothy C.; Thurber, Hanna J.
Strategies for the Recruitment and Retention of Native American Students. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 39p.; Project D-9.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Development; *Conservation Education; Earth Science; Ecology; Elementary Secondary Education; *Environmental Education; Higher Education; *Natural Resources; Pollution; Recycling; *Science Education; Sustainable Development; Teaching Methods; Water; *Wetlands

This guide is part of a campaign to encourage individuals to adopt an environmentally friendly lifestyle. All available information, tools, and resources are provided to help individuals, neighborhoods, and communities live in a cleaner, healthier environment. Resources from both local and national levels include titles of organizations, brief descriptions, telephone numbers, and Web site addresses where available. Contents include: (1) "Agriculture"; (2) "Earth"; (3) "Energy"; (4) "Forests and Plants"; (5) "Home and the Workplace"; (6) "Just for Fun"; (7) "Land Use, Conservation and Natural Resources"; (8) "Pollution and Waste Management"; (9) "Sustainable Community"; (10) "Teacher Resources"; (11) "Transportation"; (12) "Water and Wetlands"; (13) "Wildlife"; (15) "Yard and Garden"; (16) "Recommended Reading"; (17) "Recycling Pages"; (18) "Paper vs. Plastic"; (19) "Understanding Plastic Recycling"; (20) "The Power of Personal Choice"; (21) "Experiments/How To Use Less Stuff"; and (22) "Questions and Answers." (CCM)

ED 435 532 SE 062 816

Monroe, Martha C., Ed.
What Works: A Guide to Environmental Education and Communication Projects for Practitioners and Donors. Education for Sustainability Series.
PUB DATE- 99
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Development; Conservation (Environment); *Environmental Education; Higher Education; *Sustainable Development

This book focuses on strategies for educating professionals, local officials, activists, and the general public on ways to promote effective sustainability at all levels including local, regional, national, and international. This book highlights common threads, examples of strategies that work, and guidelines for developing projects in environmental education and environmental communication activities. Chapters include: (1) "Fostering Sustainable Development in Communities"; (2) "Creating Change in School Systems"; (3) "Using Mass Media"; (4) "Fostering Environmental Policy"; (5) "Supplementing Formal Education"; (6) "Organizing Nonformal Environmental Education"; and (7) "Building Local Capacity." (CCM)

ED 435 533 SE 062 867

Markowsky, Judy Kellogg
Shelterwood Teacher's Guide: Discovering the Forest.

Schools; *Law Related Education; Models; *Simulation; Social
  Studies
IDENTIFIERS- *Florida; Mock Trials

This material provides students with information to prepare for a mock trial. The defendant in this case has been accused of the crime of driving under the influence of alcoholic beverages causing severe bodily injury. Case materials include stipulated facts, jury instructions, depositions, and other related materials. (EH)

ED 435 560   SO 029 269

Stegenga, Elizabeth, Ed.; Allen, Rodney F., Ed.
Which Way to LRE? A Guidebook of Ideas and Lessons for Use in
  Building Model Law-Related Courses and Activities for Florida's
  Secondary Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 419p.; With funding assistance from the Florida Bar
  Foundation Interest on Trust Accounts Program.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Civics; Civil Law; Justice; *Law Related Education;
  Secondary Education; Social Studies; State Curriculum Guides;
  *State Standards
IDENTIFIERS- *Florida

This guidebook is a resource to help teachers and administrators sort through options in implementing local law-related education programs. The guidebook provides course outlines, lessons for classroom use, and descriptions of ancillary components as well as general information. The ancillary components, lessons, and linkages to Florida's Sunshine State Standards strengthen existing programs. The following sections are included: (1) "Introductory Pages"; (2) "Law Studies Courses"; (3) "Criminal Justice Assisting Courses"; (4) Exemplary Law Lessons"; and (5) "Ancillary Components." (LB)

ED 435 561   SO 029 631

West, Jean M., Ed.
The American Frontier (1862-1917). Volume 5. Teaching with
  Primary Sources Series.
PUB DATE- 96
NOTE- 184p.; For "The American Frontier (1785-1861)," see ED 431
  642.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Classroom Use - Teaching Guides (For Teacher)
  (052),Historical Materials (060)
DESCRIPTORS- Intermediate Grades; Land Settlement; *Migration;
  *Primary Sources; Secondary Education; Social Studies; Thematic
  Approach; Thinking Skills; *Travel; *United States History;
  Units of Study
IDENTIFIERS- Exploration; Frontier Communities; *Frontier
  History; Historical Materials; *Westward Movement (United
  States)

This unit of study (for grade 5 and up) about the American frontier contains four elements: (1) a set of reproductions of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Elementary Secondary Education; Health Promotion; *Nonverbal Communication; *Physical Education; Physical Fitness; *Social History
IDENTIFIERS- Sport History

Physical education classes are usually seen as the least politicized of all disciplines in schools. This paper gives examples of how to promote critical thinking in physical education classes, transforming them into a forum of critical reflection about corporeal culture. Even though the main goal of physical education classes is to promote physical development and to develop life-long habits of doing physical activities on a regular basis, these classes need to reflect on, and be critical of, aspects of the culture in general and of corporeal culture more specifically. The goal of this paper is to give some examples of how to do this in practice. Physical education classes can foster intellectual development and critical thinking as students learn to understand and use corporeal movement as a form of language; as they study the history of certain forms of sports, martial arts, dance, and gymnastics; and as they participate in discussions about the political implications that might be involved in these practices. (LB)

ED 435 581   SO 031 346

Fiske, Edward B., Ed.
Champions of Change: The Impact of the Arts on Learning.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; GE Fund, Fairfield, CT.
PUB DATE- 99
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Art Education; *Creative Development; *Creativity; Elementary Secondary Education; Success; Talent Development

This report identifies how involvement with the arts provides unparalleled opportunities for learning that enables young people to reach for and attain higher levels of achievement. The research provides examples of and evidence why the arts should be more widely recognized for their current and potential contributions to the improvement of U.S. education. The experiences offered to many young people outside of the school environment are often limited in their purpose and resulting impact. They provide recreation, but no sense of creation. They provide recess, but no sense of success. Successful arts learning outside of schools can enhance the sense of accomplishment and well being among young people. Realizing the full potential of learning in and through the arts for all U.S. children requires heroic acts from all segments of society. Involvement with the arts must be a basic part of the learning experiences. Chapter titles in this report include: (1) "Involvement in the Arts and Human Development: General Involvement and Intensive Involvement in Music and Theater Arts" (James S. Catterall; Richard Chapleau; John Iwanaga); (2) "Imaginative Actuality: Learning in the Arts during the Nonschool Hours" (Shirley Brice Heath; Adelma Roach); (3) "Learning in and Through the Arts: Curriculum constructivism to students' development of a comprehensive understanding of B. Bloom's Taxonomy. In this methods class, students sing the blues as they learn how to formulate objectives. (Author/SM)

ED 435 602   SP 038 852

Rich, Dorothy
Nurturing the Educational Leader within You! Knowing, Building, and Using Your Adult MegaSkills.
PUB DATE- 99
NOTE- 144p.; Cover title varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; *Adult Learning; Collegiality; Elementary Secondary Education; *Instructional Leadership; Parent School Relationship; Prior Learning; Problem Solving; *Teacher Characteristics; Teacher Collaboration; *Teacher Effectiveness; Teachers; Teamwork

This handbook is designed to identify, build, maintain, and expand teachers' personal and professional effectiveness using "MegaSkills." Section 1, "Knowing Your Leadership Strengths," focuses on identifying strengths, exploring how adults learn, and considering new dimensions for successful education. It also discusses seven habits of good teachers today. Section 2, "Learning About Your Own Learning," helps teachers connect past and present learning, examine what they think about their own education, and think about adult-to-adult relationships in education. Section 3, "Recognizing MegaSkills in Daily Life," helps teachers identify MegaSkills used in lifetime experiences and everyday events and see how MegaSkills work in situations of their lives. Section 4, "Using MegaSkills to Solve Problems," helps teachers to put the focus on building process into practice and to address specific workplace-related issues. Section 5, "Keeping Track of Leadership Abilities," helps teachers learn to mark and measure the progress of their MegaSkills, assess and manage their time more effectively, and work with teammates on a MegaSkills action plan. An appendix presents information on identifying additional resources and competing for clients. (SM)

ED 435 603   SP 038 853

Scherer, Marge, Ed.
A Better Beginning: Supporting and Mentoring New Teachers.
PUB DATE- 99
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Communication Skills; Educational Innovation; Elementary Secondary Education; Faculty Development; Higher Education; *Mentors; Preservice Teacher Education; Program Development; Student Teachers; Teacher Collaboration; Teacher Role
IDENTIFIERS- Baltimore County Public Schools MD; California; Coaching; Video Teleconferencing

This book lays out the fundamentals for helping new teachers succeed in the schools of the next century. Each part features

ED 435 024   TM 030 221

Verhesschen, Piet
On Judging the Interpretation.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Educational Research; *Epistemology; Foreign Countries; *Research Methodology; *Researchers
IDENTIFIERS- *Interpreting; *Narrative Inquiry; Truth

New narrative research shares the epistemological presuppositions of the broad current of postfoundationalism. It says that there is no position outside of our language (or our form of life) that allows us to check whether statements we make about reality are true or false. This is, however, not the same as relativism or subjectivism. The acknowledgment of the groundlessness of knowledge does not mean that anything goes or that there are no constraints on what can be said. A narrative account can be seen as an interpretation. The narrative is a construction, and more than one interpretation is possible. How then is the interpretation to be judged? Several authors have proposed possible criteria, but there are limits to the explication of the criteria for judging an interpretation. Ultimately the interpretation must be accepted by a relevant community of researchers. The interpretation must offer sufficient indications that the researchers have done justice to the situation, and this rests on the knowledge of the community of researchers. (Contains 13 references.) (SLD)

ED 435 025   TM 030 223

Suzuki, Kyoko
Cognitive Constructs Measured in Word Problems: A Comparison of Students' Responses in Performance-Based Tasks and Multiple-Choice Tasks for Reasoning.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Cognitive Processes; *High School Students; High Schools; Holistic Evaluation; Multiple Choice Tests; Performance Based Assessment; Responses; *Scoring; *Word Problems (Mathematics)
IDENTIFIERS- Scoring Rubrics

This study investigated cognitive constructs to be measured by word problems in algebra. One performance-based assessment was administered to 290 high school students. Students' responses were scored by three scoring systems: the correct/incorrect criterion (0/1); a holistic scoring rubric (0-4); and an analytical scoring rubric for measuring maturity levels of mathematical reasoning (0-4). The results demonstrate that cognitive constructs in a performance-based format were different from those in a multiple-choice format. Outcome cognitive constructs in students' responses were not the same

PUB DATE- 98
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Style; Higher Education; *Learning Strategies; Secondary Education; *Study Skills; Test Wiseness

This book is designed to help the student learn how to study effectively. The focus is on finding one's own learning style and working with it to improve studying and learning. The following chapters are included: (1) "Getting Started"; (2) "Discovering How You Learn"; (3) "Looking and Listening"; (4) "Making Images, Making Order, Making Sense"; (5) "Learning by Doing"; (6) "Making Study Do-able"; (7) "Knowing What You Know"; (8) "Knowing When You Don't Know"; (9) "Getting Involved in Learning"; (10) "Getting More out of Reading"; (11) "Remembering What You've Learned"; (12) "Getting the Most from a Lecture"; (13) "Getting the Most from Class Participation"; (14) "Getting the Most from a Class Discussion Group"; (15) "Making Yourself Understood"; (16) "Working with a Study Buddy"; (17) "Being Your Own Partner"; (18) "Preparing for Short-Answer Tests"; (19) "Preparing for Essay Tests"; and (20) "Knowing When You Need Help." An appendix lists additional resources to help the student get more from studying. (SLD)

ED 435 648 TM 030 250

Meyers, Judith N.
The Secrets of Taking Any Test: Learn the Techniques Successful Test-Takers Know. The Basics Made Easy...in 20 Minutes a Day.
PUB DATE- 97
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guessing (Tests); Higher Education; Secondary Education; *Study Skills; Test Format; *Test Wiseness; Time Management

The test-preparation program in this guide covers all forms of test taking to help students deal with real-world problems like test anxiety and insufficient preparation time. The chapters are: (1) "Finding Out about the Tests You Must Take"; (2) "Making a Study Plan"; (3) "Carrying Out Your Study Plan"; (4) "Learning Strategies"; (5) "Coping with Test Anxiety"; (6) "Getting Mind and Body in Shape"; (7) "Managing Study Schedules"; (8) "Managing Test Days"; (9) "Psyching Out the Multiple Choice Test"; (10) "More Multiple-Choice Questions"; (11) "Questions on the Classroom Test"; (12) "Should You Guess? Often, Yes!"; (13) "Managing Your Time During the Short-Answer Test"; (14) "Preparing for Essay Questions"; (15) "Taking an Essay Test"; (16) "Writing Basics for the Essay Test"; (17) "Test Yourself: A Practice Civil Service Test"; (18) "Test Yourself: A Practice Classroom Test"; and (19) "Summing Up." An appendix lists additional resources. (SLD)

ED 435 649 TM 030 271

National Assessment of Educational Progress.

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Achievement Gains; *Elementary School Students; Grade 4; Intermediate Grades; *Mathematics Achievement; School Districts; *School Effectiveness; Scores; State Programs; State Standards; *Test Results; Testing Programs
IDENTIFIERS- *Washington

In 1998, fourth graders participated in the mathematics component of the Washington Assessment of Student Learning for the second year. A study of the results was conducted to determine which districts and schools had more students meeting the state's mathematics standards and how improved achievement came about. Data was gathered through interviews of education leaders in 53 buildings and 20 school districts that showed significant gains in the percentage of fourth graders meeting or exceeding the mathematics standards. There was no single curriculum, test, strategy, or material that helped the successful schools and districts increase the number of students meeting the standards. The difference was made through the deliberate efforts of teachers and administrators to coordinate and strengthen all the pieces of a comprehensive program. Insights from participants are summarized. Five appendixes contain supplemental data about the school and district programs. (SLD)

ED 435 671 TM 030 300

Thompson, Bruce; Cook, Colleen
Reliability and Validity of SERVQUAL Scores Used To Evaluate Perceptions of Library Service Quality.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Library Services; Measurement Techniques; *Reliability; Scores; Surveys; *Users (Information); *Validity
IDENTIFIERS- *SERVQUAL

Research libraries are increasingly supplementing collection counts with perceptions of service quality as indices of status and productivity. The present study was undertaken to explore the reliability and validity of scores from the SERVQUAL measurement protocol (A. Parasuraman and others, 1991), which has previously been used in this type of application in libraries. The study involved collection of perceptions from 697 participants representing 4 different user groups and 3 different biannual surveys. Scores were highly reliable, but the five SERVQUAL dimensions suggested by SERVQUAL scoring keys were not recovered. Furthermore, different dimensions were recovered under three different frames of reference. (Contains 9 tables and 28 references.) (Author/SLD)

ED 435 672 TM 030 301

Hussar, William J.
Projections of Education Statistics to 2009. Pocket Projections.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English

Development of a Computerized Selection System for Computer Programmers in a Financial Services Company" (Michael J. Zickar, Randall C. Overton, L. Rogers Taylor, and Harvey J. Harms); (3) "Development of the Computerized Adaptive Testing Version of the Armed Services Vocational Aptitude Battery" (Daniel O. Segall and Kathleen E. Moreno); (4) "CAT for Certification and Licensure" (Betty A. Bergstrom and Mary E. Lunz); (5) "Developing Computerized Adaptive Tests for School Children" (G. Gage Kingsbury and Ronald L. Houser); (6) "Development and Introduction of a Computer Adaptive Graduate Record Examinations General Test" (Craig N. Mills); (7) "Computer Assessment Using Visual Stimuli: A Test of Dermatological Skin Disorders" (Terry A. Ackerman, John Evans, Kwang-Seon Park, Claudia Tamassia, and Ronna Turner); (8) "Creating Computerized Adaptive Tests of Music Aptitude: Problems, Solutions, and Future Directions" (Walter P. Vispoel); (9) "Development of an Interactive Video Assessment: Trials and Tribulations" (Fritz Drasgow, Julie B. Olson-Buchanan, and Philip J. Moberg); (10) "Computerized Assessment of Skill for a Highly Technical Job" (Mary Ann Hanson, Walter C. Borman, Henry J. Mogilka, Carol Manning, and Jerry W. Hedge); (11) "Easing the Implementation of Behavioral Testing through Computerization" (Wayne A. Burroughs, Janet Murray, S. Scott Wesley, Debra R. Medina, Stacy L. Penn, Steven R. Gordon, and Michael Catello); and (12) "Blood, Sweat, and Tears: Some Final Comments on Computerized Assessment." (Fritz Drasgow and Julie B. Olson-Buchanan). Each chapter contains references. (Contains 17 tables and 21 figures.) (SLD)

ED 435 695 TM 030 326

Brannick, Michael T., Ed.; Salas, Eduardo, Ed.; Prince, Carolyn, Ed.
Team Performance Assessment and Measurement: Theory, Methods, and Applications. Series in Applied Psychology.
PUB DATE- 97
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cooperation; *Evaluation Methods; *Measurement Techniques; *Performance Based Assessment; Tables (Data); Team Teaching; Team Training; *Teamwork

This volume presents thoughts on measuring team performance written by experts currently working with teams in fields such as training, evaluation, and process consultation. The chapters are: (1) "An Overview of Team Performance Measurement" (Michael T. Brannick and Carolyn Prince); (2) "A Conceptual Framework for Teamwork Measurement" (Terry L. Dickinson and Robert M. McIntyre); (3) "A Framework for Developing Team Performance Measures in Training" (Janis A. Cannon-Bowers and Eduardo Salas); (4) "Conceptual Development and Empirical Evaluation of Measures of Shared Mental Models as Indicators of Team Effectiveness" (Kurt Kraiger and Lucy H. Wenzel); (5) "Team Workload: Its Meaning and Measurement" (Clint A. Bowers, Curt C. Braun, and Ben B. Morgan, Jr.); (6) "Team Decision-Making Accuracy under Difficult Conditions: Construct Validation of Potential Manipulations Using TIDE squared Simulation" (John R. Hollenbeck, Douglas J. Sego, Daniel R. Ilgen, Debra A. Major, Jennifer Hedlund, and Jean Phillips"; (7) "Team Performance Measurement in Distributed Environments: The TARGETs Methodology" (Daniel J. Dwyer, Jennifer E. Fowlkes, Randall L. Oser, Eduardo Salas, and Norman E. Lane); (8) "The Measurement of Team Performance with a Standardized Survey"

County Public School System NC

Every year the state of North Carolina requires an English II writing test as part of the End of Course examinations. The purposes of the English II tests are to assess students' mastery of writing, application of grammatical skills, and achievement in literary analysis. This report contains information about the test performance of students in the Wake County Public Schools (WCPSS). The percentage of English II scores of 3.0 or higher for WCPSS students rose to 69.1% in 1998-99. This is much higher than the 1997-98 scores, and 4.8 percentage points above the statewide average of 57.7%. Three figures contain the writing examination prompts, the results for each school, and results for Wake County and other state school districts. (SLD)

ED 435 718 TM 030 349

Fejoku, Caroline
End-of-Grade Multiple Choice Test Results, 1998-99. Measuring Up. E&R Report No. 99.30.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Elementary Education; *Elementary School Students; Mathematics Tests; Reading Tests; Scores; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *North Carolina End of Grade Testing Program; *Wake County Public School System NC

Students in grades 3 through 8 of the Wake County Public School System (WCPSS) took the North Carolina End-of-Grade (EOG) multiple choice tests during May and June 1999. All EOG tests are designed to measure student achievement of knowledge and skills of the North Carolina standard course of study. The multiple choice tests are required in reading and mathematics and are optional in social studies and science. This report describes results for WCPSS students on the reading and mathematics tests. The percentage of WCPSS students meeting of exceeding grade level standards in reading and mathematics at all six grade levels was higher than every before. Average scale scores also reached new highs in most grade levels, with only very small declines in reading at grades 4 and 5. Attachments contain results for the individual schools for each grade level. (SLD)

ED 435 719 TM 030 350

Dulaney, Chuck; Fejoku, Caroline Gay
End of Course Testing Results, 1998-99. Measuring Up. E&R Report No. 99.31.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *High School Students; High Schools; Multiple Choice Tests; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *North Carolina End of Course Testing Program; *Wake County Public School System NC

portfolio; and (5) a cover letter. Process guidelines are presented to help teachers assemble and use these tools. Attachments include the "California Standards for the Teaching Profession" and a sample teacher assessment form. (Contains 1 figure and 28 references.) (SLD)

ED 435 741 TM 030 393

State Standardized Testing and Reporting (STAR) Program Appropriate and Inappropriate Test Administration/Preparation Guidelines.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guides; Norm Referenced Tests; Standardized Tests; *State Programs; *Test Coaching; *Testing Programs
IDENTIFIERS- *San Diego Unified School District CA

This document provides guidelines relative to the appropriate administration of and preparation for the State Standardized Testing and Reporting (STAR) Program norm-referenced tests in the San Diego City Schools. The STAR tests are norm-referenced tests, and this document is intended to assure that standardized conditions in testing mirror the conditions under which the test are originally normed. Information is provided about exempt students, test administration, test preparation, the testing period, the STAR test site coordinator, the security affidavit test administrators must sign, the principal's role after testing, and the principal's certificate of test security. Emphasis is placed on appropriate test preparation. (SLD)

ED 435 742 TM 030 394

Miller-Whitehead, Marie
Bridging the Student Achievement Gap in Science.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, November 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Class Size; *Educational Finance; Educational Improvement; Elementary Education; Low Income Groups; Lunch Programs; Poverty; Resource Allocation; *School District Wealth; Science Education; *Science Tests; Sciences; Standardized Tests; *Test Results
IDENTIFIERS- *Tennessee

The relationship between school system financial and demographic data and student achievement on the science subsection of the Tennessee statewide standardized test was studied to determine if systems that served large numbers of low income students had been as successful as more affluent systems in improving student achievement. System-level data used consisted of Tennessee science scale scores for grades 3 through 8 for 1998, per pupil expenditure, per capita income, percent of students on free and reduced lunch, percent of ethnic group students,

433 377.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110).Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; National Programs; State Programs; Tables (Data)
IDENTIFIERS- *Educational Indicators; National Education Goals Panel; *National Education Goals 1990; Reform Efforts

This report is the companion volume to the 1999 "National Education Goals Report," the ninth in a series of annual reports issued by the National Education Goals Panel to measure progress toward the eight National Education Goals. A U.S. scorecard is presented to summarize progress toward each of the 27 national indicators. The second section of the report summarizes state progress through scorecards for each state, the district of Columbia and five outlying areas. The four-page scorecards provide a baseline measure, the most recent update, an arrow indicating the direction of change, and the range of state scores to show how the state performed in relation to other states. Three appendixes contain technical notes and sources for the state and national indicators and acknowledgments. (SLD)

ED 435 784 UD 033 162

Buckley, Francis J.
Team Teaching: What, Why, and How?
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Cooperation; Educational History; *Educational Practices; Educational Research; Elementary Secondary Education; Evaluation Methods; Teaching Methods; *Team Teaching; Teamwork

This book explains how and why team teaching works and provides a comprehensive review of research material with practical applications. The nature, purpose, types, history, and evaluation of team teaching are described. The chapters are: (1) "What Is Team Teaching?"; (2) "Why Team Teach?"; (3) "How To Design a Team Teaching Program"; (4) "How To Best Serve the Students"; (5) "Who Picks the Team and How?"; (6) "Types of Teams"; (7) "Fields of Team Teaching"; (8) "How To Lead the Team"; (9) "How To Handle Conflict on the Team"; (10) "How To Train the Team"; (11) "How To Make Decisions as a Team"; (12) "How To Evaluate the Team"; (13) "How To Improve the Team"; (14) "How To Support the Team"; and (15) "Common Problems and Potentials." (Contains 306 references.) (SLD)

ED 435 785 UD 033 164

Reaching the Top: A Report of the National Task Force on Minority High Achievement.
PUB DATE- 99
NOTE- 62p.; A seven-page Executive Summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

before the Subcommittee on Youth Violence of the Committee on the Judiciary. United States Senate, One Hundred Fourth Congress, Second Session on Focusing on Youth Violence and Developing Local and State Solutions (Memphis and Nashville, TN, February 15 and 16, 1996).
PUB DATE- 97
NOTE- 264p.; Serial No. J-104-70.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Crime; *Delinquency; Government Role; Hearings; *Juvenile Justice; Legislators; *Local Government; Outreach Programs; Secondary Education; Secondary School Students; *State Government; *Violence
IDENTIFIERS- Congress 104th; Juvenile Justice Delinquency Prevention Act 1974; Tennessee

This hearing focused on youth violence and the importance of developing local and state solutions. Senator Fred Thompson made an introductory statement. This was followed by four panels on each of 2 days of testimony. Day one's first panel included involved students and business people from Memphis, TN. The second panel included two Tennessee mayors, the president of the Memphis Board of Education, and the Honorable Kenneth Turner, Juvenile Court Judge, Memphis, TN. The third panel included James Ball, Facility Administrator, Shelby County Training Center, Memphis, TN; Veronica Coleman, U.S. Attorney, Memphis, TN; John W. Pierotti, District Attorney General, Memphis, TN; and Robert Wood, Consultant, Agency for Youth and Family Development, Memphis, TN. The fourth panel included community health workers, advocates, religious representatives from Memphis, TN. Day two's first panel included the Honorable Don Sunquist, Governor, State of Tennessee; George Hattaway, Commissioner of Youth Development, Nashville, TN; and Rita Wadley, Commissioner of Public Health, Nashville, TN. The second panel included the Honorable Beth Halteman Harwell, State Representative, State and Local Government Committee; the Honorable Douglas Henry, State Senator, Special Select Committee on Children and Youth, and Chairman, Finance Ways and Means Committee; and the Honorable Page Walley, State Representative, Special Select Committee on Children and Youth. The third panel included administrators from various community organizations that focused on adolescent needs. The fourth panel included the Honorable Paul R. Wohlford, Judge, Juvenile Court, Bristol, TN; the Honorable Randy Camp, Judge, Crockett County, TN; the Honorable Dan Speer, Mayor, Pulaski, TN; the Honorable Bernie Swiney, Mayor, London, TN; and the Honorable C. Van Deacon, Judge, Juvenile Court, Cleveland, TN. An appendix presents additional submissions for the record. (SM)

ED 435 785 UD 033 191

DeWoody, Madelyn
Confronting Homelessness among American Families: Federal Programs and Strategies.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- At Risk Persons; *Child Welfare; *Family Programs; Federal Aid; Federal Government; *Federal Programs; Food; Health Needs; Health Services; *Homeless People; *Housing Needs; Job Training; Low Rent Housing; Poverty; Services;

Abdal-Haqq, Ismat

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(072) Book/Product Reviews

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Building Futures in a Global Community. Department of Defense Education Activity: School, District, Area, and System. Accountability Profiles, 1997-98.	386p.	L1	ED 435 662
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(080) Journal Articles

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School and Community Interventions To Prevent Serious and

AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

CE077211	ED434986
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UD - Urban Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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EA - Educational Management

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EA030121	ED435137
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EA030123	ED435139
EA030124	ED435140
EA030126	ED435141
EA030127	ED435142

EC - Disabilities and Gifted Education

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EC307489	ED435157

EC307490	ED435158
EC307491	ED435159
EC307492	ED435160
EC307493	ED435161
EC307494	ED435162
EC307495	ED435163
EC307496	ED435164
EC307497	ED435165

EF - Eric Facility

EF005631	ED435166
EF005632	ED435167

FL - Language and Linguistics

FL025951	ED435168
FL026006	ED435169
FL026020	ED435170
FL026023	ED435171
FL026024	ED435172
FL026025	ED435173
FL026026	ED435174
FL026027	ED435175
FL026028	ED435176
FL026029	ED435177
FL026030	ED435178
FL026031	ED435179
FL026032	ED435180
FL026033	ED435181
FL026034	ED435182
FL026035	ED435183
FL026036	ED435184
FL026037	ED435185
FL026038	ED435186
FL026039	ED435187
FL026040	ED435188
FL026042	ED435189
FL026043	ED435190
FL026044	ED435191
FL026045	ED435192
FL026047	ED435193
FL026048	ED435194
FL026049	ED435195
FL026050	ED435196
FL026051	ED435197//
FL026052	ED435198//
FL026053	ED435199//
FL026054	ED435200
FL026055	ED435201
FL026056	ED435202
FL801304	ED435203
FL801325	ED435204
FL801332	ED435205
FL801335	ED435206
FL801336	ED435207
FL801339	ED435208

HE - Higher Education

HE032427	ED435209
HE032428	ED435210
HE032429	ED435211
HE032430	ED435212

HE032431	ED435213
HE032432	ED435214
HE032433	ED435215
HE032434	ED435216
HE032435	ED435217
HE032436	ED435218
HE032437	ED435219
HE032438	ED435220
HE032439	ED435221
HE032440	ED435222
HE032441	ED435223
HE032442	ED435224
HE032443	ED435225
HE032444	ED435226
HE032445	ED435227
HE032446	ED435228
HE032447	ED435229
HE032448	ED435230
HE032449	ED435231
HE032450	ED435232
HE032451	ED435233
HE032452	ED435234
HE032453	ED435235
HE032454	ED435236
HE032455	ED435237
HE032456	ED435238
HE032457	ED435239
HE032458	ED435240
HE032459	ED435241
HE032460	ED435242
HE032461	ED435243
HE032462	ED435244
HE032463	ED435245
HE032464	ED435246
HE032465	ED435247
HE032466	ED435248
HE032467	ED435249
HE032468	ED435250
HE032469	ED435251
HE032470	ED435252
HE032471	ED435253
HE032472	ED435254
HE032473	ED435255
HE032474	ED435256
HE032475	ED435257
HE032476	ED435258
HE032477	ED435259
HE032478	ED435260
HE032479	ED435261
HE032480	ED435262
HE032481	ED435263
HE032482	ED435264
HE032483	ED435265
HE032484	ED435266
HE032485	ED435267
HE032486	ED435268
HE032487	ED435269
HE032488	ED435270
HE032489	ED435271
HE032490	ED435272
HE032491	ED435273
HE032492	ED435274
HE032493	ED435275
HE032494	ED435276

HE032455	ED435277
HE032496	ED435278
HE032497	ED435279
HE032498	ED435280
HE032499	ED435281
HE032500	ED435282
HE032501	ED435283
HE032502	ED435284
HE032503	ED435285
HE032504	ED435286
HE032505	ED435287
HE032506	ED435288
HE032507	ED435289
HE032508	ED435290
HE032509	ED435291//
HE032510	ED435292
HE032511	ED435293
HE032512	ED435294
HE032513	ED435295//
HE032514	ED435296//
HE032515	ED435297//
HE032516	ED435298
HE032517	ED435299
HE032518	ED435300
HE032519	ED435301//
HE032520	ED435302
HE032521	ED435303
HE032522	ED435304
HE032523	ED435305
HE032524	ED435306
HE032525	ED435307
HE032526	ED435308
HE032528	ED435309
HE032529	ED435310
HE032530	ED435311
HE032531	ED435312
HE032532	ED435313
HE032533	ED435314
HE032534	ED435315
HE032535	ED435316
HE032536	ED435317
HE032537	ED435318
HE032538	ED435319
HE032539	ED435320
HE032540	ED435321
HE032541	ED435322
HE032542	ED435323
HE032543	ED435324
HE032545	ED435325
HE032546	ED435326
HE032547	ED435327
HE032548	ED435328
HE032549	ED435329
HE032550	ED435330
HE032551	ED435331
HE032552	ED435332
HE032553	ED435333
HE032555	ED435334
HE032558	ED435335
HE032559	ED435336
HE032560	ED435337
HE032561	ED435338
HE032562	ED435339
HE032563	ED435340

HE032564	ED435341
HE032565	ED435342
HE032566	ED435343
HE032567	ED435344
HE032568	ED435345
HE032569	ED435346
HE032570	ED435347
HE032571	ED435348
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HE032573	ED435350
HE032574	ED435351
HE032575	ED435352
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HE032577	ED435354
HE032578	ED435355
HE032579	ED435356
HE032580	ED435357
HE032581	ED435358
HE032582	ED435359
HE032583	ED435360
HE032584	ED435361
HE032585	ED435362
HE032586	ED435363//
HE032587	ED435364//
HE032588	ED435365//
HE032589	ED435366
HE032590	ED435367
HE032591	ED435368
HE032592	ED435369
HE032593	ED435370
HE032594	ED435371
HE032595	ED435372
HE032596	ED435373//
HE032597	ED435374
HE032598	ED435375
HE032599	ED435376
HE032600	ED435377
HE032601	ED435378
HE032602	ED435379
HE032603	ED435380
HE032604	ED435381
HE032626	ED435382
HE032627	ED435383

IR - Information and Technology

IR057531	ED435384
IR057535	ED435385
IR057536	ED435386
IR057537	ED435387
IR057538	ED435388
IR057539	ED435389
IR057540	ED435390
IR057541	ED435391
IR057542	ED435392
IR057543	ED435393
IR057544	ED435394
IR057545	ED435395
IR057546	ED435396
IR057547	ED435397
IR057548	ED435398
IR057549	ED435399
IR057550	ED435400
IR057551	ED435401

IR057552	ED435402
IR057553	ED435403
IR057554	ED435404
IR057555	ED435405
IR057556	ED435406
IR057557	ED435407

JC - Community Colleges

JC000001	ED435408//
JC000002	ED435409//
JC990478	ED435410
JC990505	ED435411
JC990578	ED435412
JC990638	ED435413
JC990659	ED435414
JC990660	ED435415
JC990661	ED435416
JC990662	ED435417
JC990664	ED435418
JC990665	ED435419
JC990668	ED435420
JC990669	ED435421
JC990670	ED435422
JC990671	ED435423
JC990674	ED435424
JC990675	ED435425
JC990676	ED435426//
JC990678	ED435427
JC990680	ED435428
JC990681	ED435429
JC990682	ED435430//

PS - Elementary and Early Childhood Education

PS026989	ED435431
PS027069	ED435432
PS027295	ED435433
PS027506	ED435434
PS027760	ED435435//
PS027833	ED435436
PS027836	ED435437//
PS027843	ED435438
PS027844	ED435439
PS027879	ED435440
PS027889	ED435441
PS027891	ED435442//
PS027900	ED435443
PS027927	ED435444//
PS027962	ED435445
PS027980	ED435446
PS027987	ED435447
PS027989	ED435448
PS027990	ED435449
PS027991	ED435450
PS027995	ED435451
PS027996	ED435452
PS027999	ED435453//
PS028000	ED435454
PS028001	ED435455
PS028002	ED435456
PS028003	ED435457
PS028004	ED435458//
PS028013	ED435459//

PS028014	ED435460
PS028025	ED435461
PS028026	ED435462//
PS028027	ED435463
PS028029	ED435464//
PS028032	ED435465
PS028034	ED435466
PS028035	ED435467
PS028039	ED435468
PS028041	ED435469
PS028043	ED435470//
PS028048	ED435471
PS028049	ED435472
PS028052	ED435473
PS028053	ED435474
PS028057	ED435475
PS028058	ED435476
PS028061	ED435477
PS028063	ED435478
PS028065	ED435479
PS028066	ED435480
PS028067	ED435481
PS028068	ED435482
PS028069	ED435483
PS028070	ED435484
PS028071	ED435485
PS028072	ED435486
PS028073	ED435487
PS028078	ED435488
PS028079	ED435489
PS028080	ED435490
PS028081	ED435491
PS028082	ED435492
PS028083	ED435493
PS028084	ED435494
PS028085	ED435495
PS028104	ED435496
PS028108	ED435497
PS028122	ED435498
PS028123	ED435499
PS028124	ED435500
PS028125	ED435501
PS028126	ED435502
PS028127	ED435503
PS028128	ED435504
PS028131	ED435505

RC - Rural Education and Small Schools

RC021854	ED435506
RC021981	ED435507
RC022009	ED435508
RC022018	ED435509
RC022019	ED435510
RC022020	ED435511
RC022060	ED435512
RC022110	ED435513
RC022118	ED435514
RC022123	ED435515
RC022131	ED435516
RC022132	ED435517
RC022134	ED435518
RC022137	ED435519
RC022138	ED435520

RC022139	ED435521
RC022140	ED435522
RC022141	ED435523//
RC022143	ED435524
RC022150	ED435525//
RC022152	ED435526
RC022155	ED435527//

SE - Science, Mathematics, and Environmental Education

SE059880	ED435528
SE060349	ED435529
SE061783	ED435530
SE062632	ED435531
SE062816	ED435532
SE062867	ED435533//
SE062891	ED435534
SE062924	ED435535
SE062925	ED435536
SE062926	ED435537
SE062927	ED435538
SE062928	ED435539
SE062929	ED435540
SE062930	ED435541
SE062931	ED435542
SE062941	ED435543
SE062944	ED435544
SE062945	ED435545
SE062952	ED435546
SE062953	ED435547
SE062954	ED435548
SE062955	ED435549
SE062957	ED435550
SE062962	ED435551//
SE062976	ED435552
SE062982	ED435553

SO - Social Studies/Social Science Education

SO027690	ED435554
SO028156	ED435555//
SO028399	ED435556//
SO028706	ED435557
SO029182	ED435558//
SO029244	ED435559
SO029269	ED435560
SO029631	ED435561//
SO029632	ED435562//
SO029633	ED435563//
SO029672	ED435564
SO029673	ED435565
SO029679	ED435566
SO029734	ED435567
SO029747	ED435568//
SO029807	ED435569//
SO029872	ED435570
SO030549	ED435571//
SO030579	ED435572//
SO030648	ED435573//
SO030722	ED435574//
SO030723	ED435575//
SO030978	ED435576//
SO030992	ED435577//
SO031108	ED435578

SO031140	ED435579
SO031153	ED435580
SO031346	ED435581
SO031347	ED435582
SO031348	ED435583
SO031349	ED435584
SO031403	ED435585
SO031404	ED435586
SO031422	ED435587

SP - Teaching and Teaching Education

SP038665	ED435588
SP038837	ED435589
SP038838	ED435590
SP038839	ED435591
SP038840	ED435592
SP038841	ED435593
SP038844	ED435594
SP038845	ED435595
SP038846	ED435596
SP038847	ED435597
SP038848	ED435598
SP038849	ED435599
SP038850	ED435600
SP038851	ED435601
SP038852	ED435602//
SP038853	ED435603
SP038854	ED435604
SP038855	ED435605
SP038856	ED435606
SP038857	ED435607
SP038858	ED435608
SP038859	ED435609
SP038860	ED435610//
SP038861	ED435611//
SP038863	ED435612//
SP038866	ED435613//
SP038867	ED435614//

TM - Assessment and Evaluation

TM029670	ED435615
TM030108	ED435616
TM030109	ED435617
TM030215	ED435618
TM030216	ED435619
TM030217	ED435620
TM030218	ED435621
TM030219	ED435622
TM030220	ED435623
TM030221	ED435624
TM030223	ED435625
TM030224	ED435626
TM030225	ED435627
TM030226	ED435628
TM030227	ED435629
TM030228	ED435630
TM030229	ED435631
TM030231	ED435632
TM030232	ED435633
TM030233	ED435634
TM030234	ED435635
TM030236	ED435636

TM030237	ED435637
TM030238	ED435638
TM030239	ED435639
TM030240	ED435640
TM030241	ED435641
TM030242	ED435642
TM030243	ED435643
TM030244	ED435644
TM030247	ED435645
TM030248	ED435646
TM030249	ED435647//
TM030250	ED435648//
TM030271	ED435649
TM030272	ED435650
TM030273	ED435651//
TM030274	ED435652//
TM030275	ED435653//
TM030276	ED435654//
TM030281	ED435655
TM030282	ED435656
TM030284	ED435657
TM030285	ED435658
TM030286	ED435659
TM030287	ED435660
TM030288	ED435661
TM030289	ED435662
TM030290	ED435663
TM030291	ED435664
TM030292	ED435665
TM030293	ED435666
TM030295	ED435667
TM030296	ED435668
TM030297	ED435669
TM030298	ED435670
TM030300	ED435671
TM030301	ED435672
TM030303	ED435673
TM030304	ED435674
TM030305	ED435675
TM030306	ED435676
TM030307	ED435677
TM030308	ED435678
TM030309	ED435679
TM030310	ED435680
TM030312	ED435681
TM030313	ED435682
TM030314	ED435683
TM030315	ED435684
TM030316	ED435685
TM030317	ED435686
TM030318	ED435687
TM030319	ED435688//
TM030320	ED435689
TM030321	ED435690
TM030322	ED435691
TM030323	ED435692
TM030324	ED435693
TM030325	ED435694//
TM030326	ED435695//
TM030327	ED435696//
TM030328	ED435697//
TM030329	ED435698//
TM030330	ED435699//
TM030331	ED435700

TM030332	ED435701
TM030333	ED435702
TM030334	ED435703
TM030335	ED435704
TM030336	ED435705
TM030337	ED435706
TM030338	ED435707
TM030339	ED435708
TM030340	ED435709
TM030341	ED435710
TM030342	ED435711
TM030343	ED435712
TM030344	ED435713
TM030345	ED435714
TM030346	ED435715
TM030347	ED435716
TM030348	ED435717
TM030349	ED435718
TM030350	ED435719
TM030351	ED435720
TM030352	ED435721
TM030353	ED435722
TM030354	ED435723
TM030355	ED435724
TM030356	ED435725
TM030357	ED435726
TM030358	ED435727
TM030360	ED435728
TM030361	ED435729
TM030362	ED435730
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TM030367	ED435734
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TM030390	ED435738
TM030391	ED435739
TM030392	ED435740
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TM030396	ED435744
TM030397	ED435745
TM030398	ED435746
TM030399	ED435747
TM030400	ED435748
TM030401	ED435749
TM030402	ED435750
TM030403	ED435751
TM030404	ED435752
TM030405	ED435753
TM030406	ED435754
TM030407	ED435755
TM030408	ED435756
TM030409	ED435757

TM - Assessment and Evaluation (continue)

TM030410	ED435758
TM030411	ED435759
TM030412	ED435760
TM030413	ED435761
TM030414	ED435762